	Denaby Main Promary Academy Reception Curriculum Overview Cycle A In the EYFS, planning will be adjusted according to the interests and needs of the children.					
	Autumn A	**Autumn B**	**Spring A**	**Spring B**	**Summer A**	**Summer B**
Theme	**Where am I in the World?** All about Me	**Where can our journeys take us?** Transport Past and Present	**What can we discover about Space?** Space	**How do living things grow and change?** Growing and Changing	**Who Lives in a castle and why?** Kings and Queens	**What can stories tell us about the past?** Stories from the Past
Celebrations and Festivals These themes may be adapted at various points to allow for children's interests to flow through the provision	Harvest Festival Halloween	Bonfire Night Guy Fawkes Remembrance Diwali Advent + Christmas Hanukah	Chinese New Year St Valentine's Day Shrove Tuesday Children's Mental Health Week Internet Safety Day	World Book Day Science Week Holi Mother's Day Easter	St Georges Day May Day	Father's Day Eid ul Fitr Summer Solstice Sports Day
Cultural capital and enrichment	School tour Harvest festival Autumn Walk	Tree dressing Nativity Christmas Crafts Polar Express Trip/ Pantomime	Chinese New Year Valentines day Spring Walk	Pancake day World book day Mother's day Easter Crafts Living Eggs Growing Caterpillars	Posting letters Visits from real-life superheroes Superhero day	Sports day Graduation Visit to the Deep/Seaside
Communication and Language Listening, attention and understanding Speaking	Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to	Connect one idea to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Begin to articulate their ideas and thoughts in well-formed sentences. This can be done by expressing and sharing ideas with friends and talking with books.	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. Participate in small groups, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Engage in non-fiction books about animals, learning and using new vocabulary from them. Begin to understand humour e.g., nonsense rhymes / jokes. Describe events in some detail. (linked to books e.g., life cycle) Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (e.g., I am going to do a challenge every day, so I have through them all by the end of the week.) Develop and use social phrases with confidence (e.g., let us play	Use new vocabulary in different activities and areas of learning. Engage in non-fiction books about 'People who Help Us,' learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them.	Engage in non-fiction books about transport, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g., nonsense rhymes/jokes. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. Express ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and

	write a letter to someone etc. Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play.	Develop social phrases around routines of the day, greetings, and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?) Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts		this together.)	Articulate their ideas & thoughts in well-formed sentence. (encourage use of sentences	making use of conjunctions, with modelling and support.
Literacy and Suggested Texts	Oral retelling of familiar stories using own words and recently introduced vocabulary. Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'. Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language Initial sounds and simple CVC words in line with RWI scheme Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc. Focus on letter	Identify and anticipate key events in familiar stories including repeated refrains. Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories Initial sounds and simple CVC words and more in line with RWI scheme Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation	Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson. List writing Reading words through sound blending as part of RWI scheme Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with handwriting policy	Fiction & Non-fiction texts about how people, animals and plants grow. Labelling e.g. labelling seed pots Descriptive sentences; children begin to write to describe an object e.g. The seed is tiny. The plant is tall. Letter writing including simple sentences and phrases Recognise common exception words within RWI scheme Write simple phrases and sentences Focus on letter formation in line with handwriting policy Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc. Writing short captions using growing knowledge of phonics to attempt unknown spellings	Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list. Verbal sequencing using temporal connectives. E.g. First, I climbed on the climbing frame, then I slid down the big slide! Create fact files notice the difference between writing stories and writing information. Role play using newly acquired vocabulary Write simple phrases and sentences with phonetically plausible attempts at unknown spellings. Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an	Using descriptive language in oral storytelling and in writing. Creating our own stories (orally or written) with a Beginning, middle and end. Jumping into the story Settings- what was the character thinking at this point in the story? Instructions; writing numbered lists in a logical order. Write simple dictated phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary.

	formation in line with handwriting policy				upright tuff tray, writing with fingers in sand, rice etc.	
Suggested Texts	Dan and Diesel Hari's Box Love Makes a Family Here We Are Tree The Squirrels who Squabbled Seasons I am too Absolutely Small for School Owl Babies Little Bear Lost Where's My Teddy? Ruby's Worry Peepbo by Janet and Alan Ahlberg A Great Big Cuddle	Naughty Bus Duck in the Truck Mrs Armitage on Wheels The Wheels on the Tuk Tuk Guido's Gondola Nonfiction books about transport around the world. Mr Gumpy's Motor Car The Cat, The Mouse and the Runaway Train Shackleton's Journey Rosie's Walk Stick Man The Way Back Home On Sudden Hill Tom's Magnificent Machines by Linda Sarah The Christmas Story The Story of Diwali	Caroline's Comets Look Up Astro Girl Max How the Stars came to be The Hunting of the Great Bear	The Tiny Seed Baby Botanist Jack and the Beanstalk The Enormous Turnip Baba Yaga	Non-fiction texts- Kings and Queens Zog and Zog and the Flying Doctors The Queen's Hat Usborne- Peep inside a castle	Usborne- St George and the Dragon Usborne – Greek Myths for Young Children Additional The Hare and the Tortoise The Hare and the Tortoise (Aesop's Fable) King Midas and the Golden Touch (Greek Myth)
Traditional rhymes and poetry	Baa, baa, black sheep Diddle diddle dumpling Hey diddle diddle Hickory dickory dock Early to bed Georgie Porgie	Little Bo Peep Little Jack Horner Little Miss Muffet One, two, buckle my shoe Star light, star bright Twinkle, twinkle	It's raining, it's pouring Jack and Jill Old King Cole Old Mother Hubbard Rain, rain, go away Sing a song of sixpence	Ladybird, ladybird Tadpole Little boy blue Mary had a little lamb Mary, Mary, quite contrary Old MacDonald had a farm	Humpty dumpty She'll be coming round the mountain The Grand Old Duke of York	Jack be nimble Monday's child See saw, Margery Daw Poetry Week
Comprehension Word Reading	**<u>Comprehension</u>** Independently look at a book, hold it the correct way and turn pages. **<u>Word Reading</u>** Segment and blend sounds together to read words. **<u>Writing</u>**	**<u>Comprehension</u>** Engage and enjoy an increasing range of books. **<u>Word Reading</u>** Begin to read captions and sentences.	**<u>Comprehension</u>** Act out stories using recently introduced vocabulary. **<u>Word Reading</u>** Recognise taught digraphs in words and blend the sounds together. **<u>Writing</u>** Write words	**<u>Comprehension</u>** Talk about the characters in the books they are reading. **<u>Word Reading</u>** Read words containing tricky words and digraphs	**<u>Comprehension</u>** Retell a story using vocabulary influenced by their book. **<u>Word Reading</u>** Read longer sentences containing phase 4 words and tricky words. **<u>Writing</u>** Write words which are	**<u>Comprehension</u>** Answer questions about what they have read. **<u>Word Reading</u>** Read books matched their phonics ability.

Writing	Give meanings to the marks they make. Recognise that print has meaning Make marks using a variety of equipment both indoors and out – large brushes, water, chalk, streamers, ribbons, chalks Copy some letters correctly Write some or all if their name Use some of their print and letter knowledge in early writing e.g. write a shopping list writing m for mummy Sit in a good posture on the carpet or when seated at a table Correct sitting bottom back, feet flat, tummy to table	**Writing** Form letters correctly Make marks using a variety of equipment both indoors and out – large brushes, water, chalk, streamers, ribbons, chalks	representing the sounds with a letter/letters	**Writing** Write labels/phrases/ captions representing the sounds with a letter/letters	spelt phonetically Know that spaces should be left between words	**Writing** Write simple dictated phrases and sentences using recognisable letters and sounds. Know that spaces should be left between words
Read Write Inc	Read first 16 set 1 sounds Learn to blend Word Time 1.1 to 1.3 Spell using Fred Fingers	Recap any single sounds gaps from last half term. Read 25 Set 1 sounds Blend sounds into words orally. Learn to blend Word Time 1.1 to 1.4 Spell using Fred Fingers	Read 25 Set 1 sounds Speedily Recap Set 1 Special Friends: sh th ch qu ng nk □ Set 1 Alternative Spellings - ck, ff, ll, ss, Secure blending of words using single letter alphabet sounds Hold a sentence orally Blend sounds to read words; read short Ditty stories. Blend independently using Green Word cards	Recap Set 1 Special Friends: sh th ch qu ng nk Secure blending of words containing these sounds (VC, CVC, CCVC and CVCC) Set 1 Alternative Spellings - ck, ff, ll, ss, Hold a sentence orally Alien words Multisyllabic/suffixes Read Red Storybooks. Read Red Words: put, the, I, no, of, my, for*, he (* indicates Red for a while)	Recap Set 1 sound gaps. Teach Set 2- ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Blending of words containing consonant blends VC, CVC, CCVC and CVCC Suffixes ing, ed, es Read Green Storybooks; read some Set 2 sounds. Read Red Words: your, said, you, be, are Spell using Fred Fingers	Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy Set 2 Alternative Spellings wh, se, ve, kn, ll, y making an e sound at the end of a word Reading of words containing these S et 2 sounds. Build speed of reading words containing Set 1 sounds. Read Green Storybooks. Spell using Fred Fingers

			Word Time 1.1 to 1.4 Spell using Fred Fingers	Spell using Fred Fingers		
	Throughout the year we will… Read and re-read familiar texts with words, simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. Form lower-case and capital letters correctly.					
	BAME	**Cultural Diversity**	**Neurodiversity**	**Physical Disabilities**	**Different families**	Revisit Favourite Texts
To be read throughout the year during story time session	So much Shine Lulu's first day Baby goes to market Mommy saying Full, full full of love Maisie's Scrapbook Jabari jumps	The big book of families Hats of faith The Jasmine Sneeze Golden domes and silver lanterns We are all Welcome. Shu Lin's Grandpa Hats of Faith	Through the eyes of me Loud A Friend for Henry We are all wonders Incredible you I see things differently Because What makes me a me?	Amazing Susan Laughs What happened to you? Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	Two Homes My pirate mums Love makes a family The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies	
Personal Social and Emotional Development **Self-regulation** Managing Self Building Relationships	Recognise that we are an important person in our class. Be a good friend to others and know what that means and involves. Manage own needs e.g., fastening coat, putting on shoes. Develop confidence to try new activities and show independence. (link with challenges in provision) Identify and name emotions. Link book character's emotion to own experiences	Recognise that we are an important person in our class and school. Be a good friend to others and know what that means and involves. Begin to identify and moderate own feelings socially and emotionally e.g., Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves. Think about the perspectives of others. Eg how do you think X feels when this happens? Manage our own	Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth. Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. Form positive relationships with adults and friendships with peers. Manage own self-care needs	Consider and talk about how others may be feeling or what they might be thinking during different activities. Explain the reasons for rules, know right from wrong and try to behave accordingly. (ready, respectful, safe) Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs. Identify and moderate own feelings socially and emotionally. Continue to see self as a valuable individual.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. 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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

	Begin to set own goals and show resilience and in the face of challenge. (link to characteristics of success) Become independent when managing our own personal hygiene, including going to the toilet and washing our hands.	personal hygiene including going to the toilet and washing our hands.				
Physical Development Gross Motor Skills Fine Motor Skills	Stand still, wait and walk in a line during different activities throughout the school day. Begin to use core muscle strength to sit at a table or on the floor to complete an activity. Use pencils and other equipment comfortably for them. Continue to develop small motor skills so that they can use a range of tools competently, safely, and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, knives, forks, and spoons Children are shown how	Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area, and during PE sessions. Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways. Continue to develop fine motor skills. Develop confidence in use of tools to consolidate actions such as twist, pinch, grip, grab, squeeze. Begin to learn correct letter formations and use these in their writing. Building confidence and skill in using scissors. Demonstration and discussions around scissor	Continue to refine the fundamental movement skills they have already acquired Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music. Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons) Develop an effective pencil grip. Build confidence and skill in using scissors.	Negotiate space successfully and can adjust speed and direction. Showing increasing control with a ball. Link sequences of movement with confidence, control, and fluency. Form recognisable letters with an effective pencil grip.	Use equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. Confidently use scissors and small tools. Begin to use a tripod grip to draw and write accurately.	Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways. Use the tripod grip. Use a range of small tools. Show accuracy when drawing.

	to scissors to make snips safely. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process, scissors in provision.	safety, modelling the use of scissors – open and close to make small snips in a repeated process to follow a line, scissors in provision.	Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process while moving the paper around to follow a curved line, scissors in provision.	Build confidence and skill in using scissors Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.	Use scissors independently and safely. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.	Use scissors to support them in their creations. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.
	Throughout the year we will… Take part in 'funky fingers' and Dough Disco activities so that we can use a range of tools with care, control, and confidence. Develop our tripod grip when using a pencil or pen. Hold and use scissors with increasing confidence and control.					
Mathematics	**Early Mathematical Experiences** **Pattern and Early** Number Recognise, create, and describe patterns Describe and create patterns that are the same and different count 1,2,3 objects reliably Recognise if a number of objects is the same or different count 1,2, or 3 objects, images or sounds reliably **Numbers within six** Say which number is one more or one less than a given number Estimate a number of	**Addition and subtraction Within 6** Add and subtract two single digit numbers Estimate a number of objects and check by counting up to 6 Introduce the concept of 0 as an empty set Subitise within 5 Represent and use number bonds within 5 Use quantities and objects to add and subtract two single digit numbers **Measures** Use everyday language to talk about size, weight, and capacity Estimate, measure, weigh	**Numbers within 10** Say which number is one more or one less than a given number Estimate a number of objects and check by counting Count reliably with numbers from 1-10 Develop an understanding of zero Create representations for numbers 1-10 Place 0-10 in order Use ordinal numbers 1st, 2nd, …last Understand the conservation of number **Addition and subtraction within 10**	**Introduction of number patterns within 15** Say which number is ne more or one less than a given number Estimate a number of objects and check by counting Count reliably with numbers from 0-15 Create representations for numbers 0-15 Place numbers in order from 0-15 Consider equal or unequal groups **Doubling and Halving** Solve problems, including halving, doubling, and sharing Explore the relationship between doubling and halving	**Securing Addition and subtraction facts** Estimate a number of objects and check by counting up to 20 Add and subtract two single digit numbers and count on or back to find the answer Explore the relationship between addition and subtraction Compare quantities and objects to solve problems Say which number is more or less than a given number Use quantities and objects to add and	**Money** Compare quantities and objects to solve problems Use everyday language to talk about money, recognize coins up to 50p and their values Compare the value of coins Use quantities and objects to count on and back to add and subtract **Measures** Use everyday language to talk about size, weight, and capacity Estimate, measure, weigh and compare and order objects Compare objects and quantities. Solve size problems involving measures Explore measuring objects using nonstandard units

	objects and check by counting Count reliably with numbers from 1-6 Create representations for numbers 1-6 Place number 1-6 in order Say which number from 1-6 is one more or one less than a given number Recognise the numerals 1-6 Understand the Conservation of number	and compare and order objects Compare objects and quantities Solve size problems related to measures **Shape and sorting** Explore characteristics of everyday objects and use Mathematical language to describe them Show an interest in shape and space by playing with shapes by sustained construction activity Explore the characteristics of everyday objects and shapes- focusing on 3D shapes Use positional language Use mathematical language associated with shape Classify and sort everyday objects	Estimate a number of objects and check by counting up to 10 Add and subtract two single digit numbers and count on or back to find the answer Use quantities and objects to add and subtract two single digit numbers **Grouping and sharing** Solve practical problems that involve combining groups of 2,5, or 10 or sharing int equal groups Solve practical problems that involve grouping and sharing Explore counting on in steps of 2 from zero	**Shape and Pattern** Talk about the properties of shape	subtract two single digit numbers **Number patterns** Say which number is one more or one less than a given number Solve problems including grouping and sharing Estimate a number of objects and check by counting Count reliably to 50 Solve practical problems that involve combining groups of 2,5, or 10 or sharing into equal groups	**Exploration of patterns within number** Solve problems including grouping, sharing, doubling, and halving Records using marks that they can interpret and explain Begins to identify own mathematical problems based on own interests
Understanding The World	Past and Present (History)					
	My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?	George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey	People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched	Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.	The Story of King John and the Magna Carta Locally significant areas in the past e.g. coronation in Westminster Abbey.	Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Bringing the Rain to Kapiti Plain Aesop's Fables The Legend of St George and the Dragon

Understanding The World	People, Culture and Communities (Geography)					
	Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors.	Transport in our local area and contrasted with transport for long journeys- children's experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.	Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel	Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK	The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.	Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story
Understanding The World	The Natural World (Science)					
	The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour	Forces: push, pull, twist Air transport Water transport Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter; snow ploughs, gritting roads, snow tyres Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?	Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings	Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten Plants; how they grow from seeds and bulbs. What plants need to grow.	Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for our King; what could we grow? What would we include? Sketch some ideas and write about the design.	Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?

				Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw and label pictures of local plants.		
Expressive Arts and Design Mark making and drawing	Learn how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Give meaning to marks.	Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects.	Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures.	Continue with the development with observational drawing e.g. linked to Spring.	Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing.	Children discuss their work and the details used on their illustrations and showing lots of detail on these.
Use of Colour	Know the names of many colours and uses these in their work.	Explore a range of colours and how colours can be changed e.g. colour mixing.	Explore the colour work of the artists studied this term. Purposely choose a colour when creating.	Explore the colour work of Andy Goldsworthy – Nature.	Explore how to change colours through colour mixing and how white and black can change a colour.	Plan ahead on which colours they will use and giving a purpose and reason for the colours they have used.
Printing	Explore printing through access to paint to print with their hands and fingers.	Begin to use larger printing tools indoors and outdoors.	Explore printing tools – both natural and man-made e.g. leaves and ear buds.	Explore how patterns can be printed.	Use a range of media, independently printing patterns including symmetrical patterns.	Print pictures using the skills and knowledge learnt throughout the year.
Use of Textiles and Materials	Explore the available materials within their new setting.	Use junk modelling materials to build and construct models.	Explore different types of materials and what their properties and uses are. Make models and creations for their own pleasure and for events and celebrations.	Learn what a collage is and how we can collage using different materials and which ones work best and look most effective.	Learn how to weave, looking at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions Use certain materials for their own ideas.	Continue to learn to weave and exploring weaving.

Development of modelling and 3D work	Children are shown the loose parts in the class and being shown how they can be used.	Children are shown how to use simple joins when using different materials to create		Explore how natural resources can be manipulated to make 3d sculptures.		Use a range of tools and materials to join, assemble and build models and 3D work.
Children will explore, use, and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources, and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas, and developing their ability to represent them.						
Art and Artists	Jackson Pollock (Collaborative work) Explore Jackson Pollock through texts, videos, discussions and teacher demonstrations, children to recreate his artwork.	Yayoi Kusama Piet Mondrian, Wassily Kandinsky Explore Yayoi Kusama, Piet Mondrian, Wassily Kandinsky through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.	Joan Miro Explore of Joam Miro through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.	Andy Goldsworthy Eric Carle Explore of Andy Goldsworthy and Eric Carle through texts, videos, discussions and teacher demonstrations, children to recreate their artwork	Vincent van Gogh Explore Vincent van Gogh through texts, videos, discussions and teacher demonstrations, children to recreate his artwork.	Georgia O'Keeffe, Henri Matisse Exploration of Georgia O'Keeffe and Henri Matisse through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.
Music	Sing simple well know songs and rhymes, introducing new daily rhymes. Describe the sounds I can hear.	Nativity Performance – join in with the words to sings and using actions. Listen to music.	Explore musical instruments including body percussions. Play instruments in time and in a simple composition.	Experiment with changing my voice with different tempo, pitch and dynamics. Describe instrument sounds.	Sing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel.	Perform songs, rhymes, poems and stories and moving in time with the music. Compose and adapt own music using own voice and with instruments.
Religious Education See Separate Planning	Unit 1 Why is the word God important to Christians? Creation	Unit 2 Why do Christians perform nativity plays at Christmas? (Incarnation)	Unit 3 Being Special: Where do we belong?	Unit 4 Why do Christians put a cross on their Easter garden? Why is Easter special to Christians? (Salvation)	Unit 5 Which places are special and why? (Thematic)	Unit 6 Which stories are special and why? (Thematic)
PSHE See Separate Planning	Pink Goes to School Blue's Best Friend Blue's Indoor Voice Blue Learns to Share Green Gets Glasses Red Needs the Toilet	Pink's Screen Time Pink Misses Mummy Yellow wants to Play with Orange Yellow's Bedtime Yellow Playfights Pink is Feeling Sad	Orange Feels Worried Orange Brushes Her Teeth Orange Helps Out Orange Moves House Orange Sleeps Over Pink has a New Brother	Rainbow helps at home Rainbows food Journey Green's Greens Red's Hearing Aid Why does Purple Play Differently	Blue Gets Lost Purple is Poorly Green Stays in Hospital Yellow learns about Germs Red visits the dentist Reds Nut Allergy	Yellow goes on holiday Red Goes Swimming Purple the Passenger Rainbow Visits the Seaside Rainbow's Day Out Rainbow Feels Angry Green is Moving up a Year

		Rainbow Feels Angry				
British Values	Mutual respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	British Values
	Sharing outside area; School rules; Faith Weeks; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities	In addition to previous: Anti-bullying week. Faith week; Celebrations from all cultures; Children in Need;	In addition to previous: School rules. Class rules; Encouraging cooperation; Nursery and Reception working as one unit; People who Help Us. Stranger danger. safeguarding; Team games in PE or outside	In addition to previous: Exploring our differences. How we are all unique;	In addition to previous: Speaking and listening at circle times; developing social skills;	In addition to previous: Our World- Link to Theme

	Denaby Main Promary Academy **Reception Curriculum Overview Cycle B** **In the EYFS, planning will be adjusted according to the interests and needs of the children.**					
	Autumn A	**Autumn B**	**Spring A**	**Spring B**	**Summer A**	**Summer B**
Theme	**What makes a good story? Traditional Tales**	**What makes our world wonderful? Wonderful World**	**What makes animals amazing? Amazing animals**	**How does your garden grow? Let's get growing**	**Who is a real-life superhero? Superheroes**	**What can we hear and see at the seaside? Go Getters**
Celebrations and Festivals These themes may be adapted at various points to allow for children's interests to flow through the provision	Harvest Festival Halloween	Bonfire Night Guy Fawkes Remembrance Diwali Advent + Christmas Hanukah	Chinese New Year St Valentine's Day Shrove Tuesday Children's Mental Health Week Internet Safety Day	World Book Day Science Week Holi Mother's Day Easter	St Georges Day May Day	Father's Day Eid ul Fitr Summer Solstice Sports Day
Cultural capital and enrichment	School tour Harvest festival Fairytale day Autumn Walk	Tree dressing Nativity Christmas Crafts Polar Express Trip/ Pantomime	Chinese New Year Valentines day Spring Walk	Pancake day World book day Mother's day Easter Crafts Living Eggs Growing Caterpillars	Posting letters Visits from real-life superheroes Superhero day	Sports day Graduation Visit to the Deep/Seaside

Communication and Language Listening, attention and understanding Speaking	Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play.	Connect one idea to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Begin to articulate their ideas and thoughts in well-formed sentences. This can be done by expressing and sharing ideas with friends and talking with books. Develop social phrases around routines of the day, greetings, and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?) Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts	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. Participate in small groups, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Engage in non-fiction books about animals, learning and using new vocabulary from them. Begin to understand humour e.g., nonsense rhymes / jokes. Describe events in some detail. (linked to books e.g., life cycle) Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (e.g., I am going to do a challenge every day, so I have through them all by the end of the week.) Develop and use social phrases with confidence (e.g., let us play this together.)	Use new vocabulary in different activities and areas of learning. Engage in non-fiction books about 'People who Help Us,' learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentence. (encourage use of sentences	Engage in non-fiction books about transport, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g., nonsense rhymes/jokes. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. Express 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.
Literacy and Suggested Texts	Oral retelling of familiar stories using own words and recently introduced vocabulary. Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'.	Identify and anticipate key events in familiar stories including repeated refrains. Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories	Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson. List writing Reading words through sound blending as part of RWI scheme Provide	Fiction & Non-fiction texts about how people, animals and plants grow. Labelling e.g. labelling seed pots Descriptive sentences; children begin to write to describe an object e.g. The seed is tiny. The plant is tall. Letter writing including simple sentences and phrases	Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list. Verbal sequencing using temporal connectives. E.g. First, I climbed on the climbing frame,	Using descriptive language in oral storytelling and in writing. Creating our own stories (orally or written) with a Beginning, middle and end. Jumping into the story Settings- what was the character thinking at this point in the story? Instructions; writing numbered lists in a logical order.

	Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language Initial sounds and simple CVC words in line with RWI scheme Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc. Focus on letter formation in line with handwriting policy	Initial sounds and simple CVC words and more in line with RWI scheme Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation	opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with handwriting policy	Recognise common exception words within RWI scheme Write simple phrases and sentences Focus on letter formation in line with handwriting policy Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc. Writing short captions using growing knowledge of phonics to attempt unknown spellings	then I slid down the big slide! Create fact files notice the difference between writing stories and writing information. Role play using newly acquired vocabulary Write simple phrases and sentences with phonetically plausible attempts at unknown spellings. Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.	Write simple dictated phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary.
Suggested Texts	Foggy Foggy Forest The Three Little Pigs Goldilocks and the Three Bears The Gingerbread Man The Enormous Turnip Little Red	The Snail and The Whale We are the Water Protectors Little Glow Rama and Sita Joy to the World Let's Celebrate The Christmas Story	The Gruffalo Dear Zoo Giraffes can't dance The Rainbow Fish. Animal non-fiction books	Errol's Garden The Tiny Seed The Extraordinary Gardener I Will Not Ever, Never Eat a Tomato Olivers Vegetables Jasper's Beanstalk Luna Loves Gardening The Flower Thief	Super Milly Topsy and Tim Meet The Police When we Grow Up There's a Superhero in your Book Superpower loke Mine The Jolly Postman	Martha Maps it Out Commotion in the Ocean Bloom When I was a Pirate Sharing a Shell No Nany No…A Seaside Adventure
Traditional rhymes and poetry	Teddy Bear, Teddy Bear Turn Around The Grand Old Duke of York Hot Cross Buns Run, Run, As Fast as You Can	little Bo Peep Little Jack Horner Little Miss Muffet One, two, buckle my shoe Star light, star bright Twinkle, twinkle	Old Macdonald Baa, Baa, Black sheep Mary Had a Little Lamb Five Little Ducks Hey Diddle Diddle	There's a tiny caterpillar Incy Wincy Wiggly Woo Five Speckled frogs		When I was 1! Row your Boat A sailor went to sea Under the Sea
Comprehension Word Reading	**<u>Comprehension</u>** Independently look at a book, hold it the correct way and turn pages.	**<u>Comprehension</u>** Engage and enjoy an increasing range of books.	**<u>Comprehension</u>** Act out stories using recently introduced vocabulary.	**<u>Comprehension</u>** Talk about the characters in the books they are reading.	**<u>Comprehension</u>** Retell a story using vocabulary influenced by their book.	**<u>Comprehension</u>** Answer questions about what they have read.

Writing	**Word Reading** Segment and blend sounds together to read words. **Writing** Give meanings to the marks they make. Recognise that print has meaning Make marks using a variety of equipment both indoors and out – large brushes, water, chalk, streamers, ribbons, chalks Copy some letters correctly Write some or all if their name Use some of their print and letter knowledge in early writing e.g. write a shopping list writing m for mummy Sit in a good posture on the carpet or when seated at a table Correct sitting bottom back, feet flat, tummy to table	**Word Reading** Begin to read captions and sentences. **Writing** Form letters correctly Make marks using a variety of equipment both indoors and out – large brushes, water, chalk, streamers, ribbons, chalks	**Word Reading** Recognise taught digraphs in words and blend the sounds together. **Writing** Write words representing the sounds with a letter/letters	**Word Reading** Read words containing tricky words and digraphs **Writing** Write labels/phrases/ captions representing the sounds with a letter/letters	**Word Reading** Read longer sentences containing phase 4 words and tricky words. **Writing** Write words which are spelt phonetically Know that spaces should be left between words	**Word Reading** Read books matched their phonics ability. **Writing** Write simple dictated phrases and sentences using recognisable letters and sounds. Know that spaces should be left between words
Read Write Inc	Read first 16 set 1 sounds Learn to blend Word Time 1.1 to 1.3 Spell using Fred Fingers	Recap any single sounds gaps from last half term. Read 25 Set 1 sounds Blend sounds into words orally. Learn to blend Word Time 1.1 to 1.4	Read 25 Set 1 sounds Speedily Recap Set 1 Special Friends: sh th ch qu ng nk □ Set 1 Alternative Spellings - ck, ff, ll, ss, Secure blending of words using single letter alphabet sounds	Recap Set 1 Special Friends: sh th ch qu ng nk Secure blending of words containing these sounds (VC, CVC, CCVC and CVCC) Set 1 Alternative Spellings - ck, ff, ll, ss, Hold a sentence orally	Recap Set 1 sound gaps. Teach Set 2- ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Blending of words containing consonant blends VC, CVC, CCVC and CVCC Suffixes ing, ed, es	Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy Set 2 Alternative Spellings wh, se, ve, kn, ll, y making an e sound at the end of a word Reading of words containing these S et 2 sounds.

		Spell using Fred Fingers	Hold a sentence orally Blend sounds to read words; read short Ditty stories. Blend independently using Green Word cards Word Time 1.1 to 1.4 Spell using Fred Fingers	Alien words Multisyllabic/suffixes Read Red Storybooks. Read Red Words: put, the, I, no, of, my, for*, he (* indicates Red for a while) Spell using Fred Fingers	Read Green Storybooks; read some Set 2 sounds. Read Red Words: your, said, you, be, are Spell using Fred Fingers	Build speed of reading words containing Set 1 sounds. Read Green Storybooks. Spell using Fred Fingers
	Throughout the year we will… Read and re-read familiar texts with words, simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. Form lower-case and capital letters correctly.					
	BAME	**Cultural Diversity**	**Neurodiversity**	**Physical Disabilities**	**Different families**	
To be read throughout the year during story time session	So much Shine Lulu's first day Baby goes to market Mommy saying Full, full full of love Maisie's Scrapbook Jabari jumps	The big book of families Hats of faith The Jasmine Sneeze Golden domes and silver lanterns We are all Welcome. Shu Lin's Grandpa Hats of Faith	Through the eyes of me Loud A Friend for Henry We are all wonders Incredible you I see things differently Because What makes me a me?	Amazing Susan Laughs What happened to you? Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	Two Homes My pirate mums Love makes a family The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies	
Personal Social and Emotional Development **Self-regulation** Managing Self Building Relationships	Recognise that we are an important person in our class. Be a good friend to others and know what that means and involves. Manage own needs e.g., fastening coat, putting on shoes. Develop confidence to try	Recognise that we are an important person in our class and school. Be a good friend to others and know what that means and involves. Begin to identify and moderate own feelings socially and emotionally e.g., Focus on keeping calm, being patient,	Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth. Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment.	Consider and talk about how others may be feeling or what they might be thinking during different activities. Explain the reasons for rules, know right from wrong and try to behave accordingly. (ready, respectful, safe) Work and play cooperatively and take turns with others.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the	Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. 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.

	new activities and show independence. (link with challenges in provision) Identify and name emotions. Link book character's emotion to own experiences Begin to set own goals and show resilience and in the face of challenge. (link to characteristics of success) Become independent when managing our own personal hygiene, including going to the toilet and washing our hands.	waiting for a turn, sharing, tidying up after themselves. Think about the perspectives of others. Eg how do you think X feels when this happens? Manage our own personal hygiene including going to the toilet and washing our hands.	Form positive relationships with adults and friendships with peers. Manage own self-care needs	Show sensitivity to their own and to others' needs. Identify and moderate own feelings socially and emotionally. Continue to see self as a valuable individual.	face of challenge. Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Physical Development Gross Motor Skills Fine Motor Skills	Stand still, wait and walk in a line during different activities throughout the school day. Begin to use core muscle strength to sit at a table or on the floor to complete an activity. Use pencils and other equipment comfortably for them. Continue to develop small motor skills so that they can use a range of tools competently, safely, and confidently (pencils for drawing and writing, paintbrushes, scissors,	Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area, and during PE sessions. Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways. Continue to develop fine motor skills. Develop confidence in use of tools to consolidate actions such as twist, pinch, grip, grab, squeeze. Begin to learn correct letter formations and use these in their writing.	Continue to refine the fundamental movement skills they have already acquired Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music. Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons) Develop an effective pencil grip.	Negotiate space successfully and can adjust speed and direction. Showing increasing control with a ball. Link sequences of movement with confidence, control, and fluency. Form recognisable letters with an effective pencil grip.	Use equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. Confidently use scissors and small tools. Begin to use a tripod grip to draw and write accurately.	Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways. Use the tripod grip. Use a range of small tools. Show accuracy when drawing.

	knives, knives, forks, and spoons Children are shown how to scissors to make snips safely. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process, scissors in provision.	Building confidence and skill in using scissors. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process to follow a line, scissors in provision.	Build confidence and skill in using scissors. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process while moving the paper around to follow a curved line, scissors in provision.	Build confidence and skill in using scissors Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.	Use scissors independently and safely. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.	Use scissors to support them in their creations. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.
	Throughout the year we will… Take part in 'funky fingers' and Dough Disco activities so that we can use a range of tools with care, control, and confidence. Develop our tripod grip when using a pencil or pen. Hold and use scissors with increasing confidence and control.					
Mathematics	**Early Mathematical Experiences** **Pattern and Early** Number Recognise, create, and describe patterns Describe and create patterns that are the same and different count 1,2,3 objects reliably Recognise if a number of objects is the same or different count 1,2, or 3 objects, images or sounds reliably **Numbers within six** Say which number is one more or one less than a	**Addition and subtraction Within 6** Add and subtract two single digit numbers Estimate a number of objects and check by counting up to 6 Introduce the concept of 0 as an empty set Subitise within 5 Represent and use number bonds within 5 Use quantities and objects to add and subtract two single digit numbers **Measures** Use everyday language to talk about size, weight,	**Numbers within 10** Say which number is one more or one less than a given number Estimate a number of objects and check by counting Count reliably with numbers from 1-10 Develop an understanding of zero Create representations for numbers 1-10 Place 0-10 in order Use ordinal numbers 1st, 2nd, …last Understand the conservation of number	**Introduction of number patterns within 15** Say which number is ne more or one less than a given number Estimate a number of objects and check by counting Count reliably with numbers from 0-15 Create representations for numbers 0-15 Place numbers in order from 0-15 Consider equal or unequal groups **Doubling and Halving** Solve problems, including halving, doubling, and sharing Explore the relationship	**Securing Addition and subtraction facts** Estimate a number of objects and check by counting up to 20 Add and subtract two single digit numbers and count on or back to find the answer Explore the relationship between addition and subtraction Compare quantities and objects to solve problems Say which number is more or less than a given number	**Money** Compare quantities and objects to solve problems Use everyday language to talk about money, recognize coins up to 50p and their values Compare the value of coins Use quantities and objects to count on and back to add and subtract **Measures** Use everyday language to talk about size, weight, and capacity Estimate, measure, weigh and compare and order objects Compare objects and quantities. Solve size problems involving measures Explore measuring objects using

	given number Estimate a number of objects and check by counting Count reliably with numbers from 1-6 Create representations for numbers 1-6 Place number 1-6 in order Say which number from 1-6 is one more or one less than a given number Recognise the numerals 1-6 Understand the Conservation of number	and capacity Estimate, measure, weigh and compare and order objects Compare objects and quantities Solve size problems related to measures **Shape and sorting** Explore characteristics of everyday objects and use Mathematical language to describe them Show an interest in shape and space by playing with shapes by sustained construction activity Explore the characteristics of everyday objects and shapes- focusing on 3D shapes Use positional language Use mathematical language associated with shape Classify and sort everyday objects	**Addition and subtraction within 10** Estimate a number of objects and check by counting up to 10 Add and subtract two single digit numbers and count on or back to find the answer Use quantities and objects to add and subtract two single digit numbers **Grouping and sharing** Solve practical problems that involve combining groups of 2,5, or 10 or sharing int equal groups Solve practical problems that involve grouping and sharing Explore counting on in steps of 2 from zero	between doubling and halving **Shape and Pattern** Talk about the properties of shape	Use quantities and objects to add and subtract two single digit numbers **Number patterns** Say which number is one more or one less than a given number Solve problems including grouping and sharing Estimate a number of objects and check by counting Count reliably to 50 Solve practical problems that involve combining groups of 2,5, or 10 or sharing into equal groups	nonstandard units **Exploration of patterns within number** Solve problems including grouping, sharing, doubling, and halving Records using marks that they can interpret and explain Begins to identify own mathematical problems based on own interests
Understanding The World	Know that stories have been told for a long time. Know that some traditional tales have been passed down through generations. Know that stories can give us clues about how people lived in the past. Compare old and modern versions of familiar stories.	Know that places can change over time. Know that some buildings and landmarks are old and others are new. Know that people live differently in different places and times. Notice how their local area has changed. Know that people have celebrated special events and festivals for a long time. Know that celebrations and traditions can be passed from one generation to another. Recognise that	Know that animals have lived on Earth for a very long time. Know that some animals that lived in the past are no longer alive. Know that fossils provide clues about animals from the past.	Know that people have grown and changed throughout their lives. Know that babies, children and adults are at different stages of life. Compare how growing and gardening have changed over time. Explore old and modern gardening tools.	Know that their local area has a history. Know that people, homes, schools, jobs and transport have changed over time. Compare photographs of the local area in the past and present. Know that older people have memories and experiences of the past.	Know that people have explored the seas and oceans for a long time. Know that boats and ways of travelling on water have changed over time. Compare old and modern boats. Explore historical photographs and artefacts linked to the sea

	Know that stories can happen in different **places and settings**. Know that places can look different. Use positional language such as **under, over, next to, behind, between**. Create simple maps of story settings. Draw a simple map and listen to stories with maps. Recognise some common signs. Know that objects and materials have different **properties**. Explore materials that are **hard, soft, rough, smooth, waterproof, absorbent, bendy and rigid**. Investigate which materials are suitable for different purposes.	celebrations can change over time while some traditions remain the same. Know that we live on **planet Earth**. Know that Earth has different **countries, environments, landscapes and weather**. Know that some places are hot, cold, wet or dry. Recognise similarities and differences between places. Use positional language. Know that the world around us is made up of **living things, materials and natural phenomena**. Observe and talk about **weather and seasonal changes**. Explore changes caused by **water, wind, light and temperature**.	Know that animals live in different **habitats**. Know that habitats provide animals with what they need to survive. Recognise that different environments support different animals. Explore **land, water, forest, desert, polar** environments. Use positional language and extend this to using a BeeBots or instructing a friend to move. Children recognise some environments are different to the one in which they live. Know that animals are **living things**. Know that animals need **food, water, air and shelter**. Recognise that animals have different **body parts, coverings, diets, movements and habitats**. Know that animals grow and change.	Know that plants grow in different **environments**. Know that plants need **water, light, air and suitable conditions** to grow. Recognise seasonal changes and how these affect plants and the environment. Confidently programme a Bee Bot. Talk about technology and how it can help us direct ourselves – Google Maps. Know that plants are living things Identify common plants, flowers and vegetables Know that plants need water, light and suitable conditions to grow. Observe how plants change as they grow.	Know the name of their **local area**. Know that people live in different types of places. Recognise features of their local environment such as **homes, school, roads, shops, parks and green spaces**. Compare their local area with another place. Draw information from a simple map and identify landmarks of our local area walk. Know that humans are **living things**. Know the basic things humans need to stay healthy: **food, water, sleep, exercise, hygiene and fresh air**. Recognise that people have similarities and differences. Explore how our senses help us understand the world.	Know that much of our planet is covered by **water**. Know that oceans and seas are different environments from land. Know that different sea creatures live in different marine habitats. Begin to understand **shore, sea, ocean, beach, island**. Create own maps using grid paper and symbols (x marks the spot treasure maps) Know that there are living things in **oceans and seas**. Recognise that sea animals have different features that help them live in water. Explore **floating and sinking**, movement through water and materials that are waterproof.

	Learn about the seasons and know it is Autumn. Talk about the seasons and have some understanding about the changes that happen in the world.			Recognise the basic parts of a plant, such as roots, stem, leaves and flower. .		
Expressive Arts and Design Mark making and drawing	Learn how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Give meaning to marks.	Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects.	Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures.	Continue with the development with observational drawing e.g. linked to Spring.	Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing.	Children discuss their work and the details used on their illustrations and showing lots of detail on these.
Use of Colour	Know the names of many colours and uses these in their work.	Explore a range of colours and how colours can be changed e.g. colour mixing.	Explore the colour work of the artists studied this term. Purposely choose a colour when creating.	Explore the colour work of Andy Goldsworthy – Nature. Explore how patterns can be printed.	Explore how to change colours through colour mixing and how white and black can change a colour.	Plan ahead on which colours they will use and giving a purpose and reason for the colours they have used.
Printing	Explore printing through access to paint to print with their hands and fingers.	Begin to use larger printing tools indoors and outdoors.	Explore printing tools – both natural and man-made e.g. leaves and ear buds.		Use a range of media, independently printing patterns including symmetrical patterns.	Print pictures using the skills and knowledge learnt throughout the year.
Use of Textiles and Materials	Explore the available materials within their new setting.	Use junk modelling materials to build and construct models.	Explore different types of materials and what their properties and uses are. Make models and creations for their own	Learn what a collage is and how we can collage using different materials and which ones work best and look most effective.	Learn how to weave, looking at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions Use certain materials for their own ideas.	Continue to learn to weave and exploring weaving.

Development of modelling and 3D work	Children are shown the loose parts in the class and being shown how they can be used.	Children are shown how to use simple joins when using different materials to create	pleasure and for events and celebrations.	Explore how natural resources can be manipulated to make 3d sculptures.		Use a range of tools and materials to join, assemble and build models and 3D work.
Children will explore, use, and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources, and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas, and developing their ability to represent them.						
Art and Artists	Jackson Pollock (Collaborative work) Explore Jackson Pollock through texts, videos, discussions and teacher demonstrations, children to recreate his artwork.	Yayoi Kusama Piet Mondrian, Wassily Kandinsky Explore Yayoi Kusama, Piet Mondrian, Wassily Kandinsky through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.	Joan Miro Explore of Joam Miro through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.	Andy Goldsworthy Eric Carle Explore of Andy Goldsworthy and Eric Carle through texts, videos, discussions and teacher demonstrations, children to recreate their artwork	Vincent van Gogh Explore Vincent van Gogh through texts, videos, discussions and teacher demonstrations, children to recreate his artwork.	Georgia O'Keeffe, Henri Matisse Exploration of Georgia O'Keeffe and Henri Matisse through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.
Music	Sing simple well know songs and rhymes, introducing new daily rhymes. Describe the sounds I can hear.	Nativity Performance – join in with the words to sings and using actions. Listen to music.	Explore musical instruments including body percussions. Play instruments in time and in a simple composition.	Experiment with changing my voice with different tempo, pitch and dynamics. Describe instrument sounds.	Sing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel.	Perform songs, rhymes, poems and stories and moving in time with the music. Compose and adapt own music using own voice and with instruments.
Religious Education	Unit 1 Why is the word God important to Christians? Creation	Unit 2 Why do Christians perform nativity plays at Christmas? (Incarnation)	Unit 3 Being Special: Where do we belong?	Unit 4 Why do Christians put a cross on their Easter garden? Why is Easter special to Christians? (Salvation)	Unit 5 Which places are special and why? (Thematic)	Unit 6 Which stories are special and why? (Thematic)
PSHE	Pink Goes to School Blue's Best Friend Blue's Indoor Voice Blue Learns to Share Green Gets Glasses Red Needs the Toilet	Pink's Screen Time Pink Misses Mummy Yellow wants to Play with Orange Yellow's Bedtime Yellow Playfights Pink is Feeling Sad Rainbow Feels Angry	Orange Feels Worried Orange Brushes Her Teeth Orange Helps Out Orange Moves House Orange Sleeps Over Pink has a New Brother	Rainbow helps at home Rainbows food Journey Green's Greens Red's Hearing Aid Why does Purple Play Differently	Blue Gets Lost Purple is Poorly Green Stays in Hospital Yellow learns about Germs Red visits the dentist Reds Nut Allergy	Yellow goes on holiday Red Goes Swimming Purple the Passenger Rainbow Visits the Seaside Rainbow's Day Out Rainbow Feels Angry Green is Moving up a Year

British Values	Mutual respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	British Values
	Sharing outside area; School rules; Faith Weeks; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities	In addition to previous: Anti-bullying week. Faith week; Celebrations from all cultures; Children in Need;	In addition to previous: School rules. Class rules; Encouraging cooperation; Nursery and Reception working as one unit; People who Help Us. stranger danger. safeguarding; Team games in PE or outside	In addition to previous: Exploring our differences. How we are all unique;	In addition to previous: Speaking and listening at circle times; developing social skills;	In addition to previous: Our World- Link to Theme

	Denaby Main Promary Academy **Nursery Curriculum Overview Cycle A** **In the EYFS, planning will be adjusted according to the interests and needs of the children.**					
	Autumn A	**Autumn B**	**Spring A**	**Spring B**	**Summer A**	**Summer B**
Theme	**Where am I in the World?** All about Me	**Where can our journeys take us?** Transport Past and Present	**What can we discover about Space?** Space	**How do living things grow and change?** Growing and Changing	**Who Lives in a castle and why?** Kings and Queens	**What can stories tell us about the past?** Stories from the Past
Celebrations and Festivals These themes may be adapted at various points to allow for children's interests to flow through the provision	Harvest Festival Halloween	Bonfire Night Guy Fawkes Remembrance Diwali	Chinese New Year St Valentine's Day Shrove Tuesday	World Book Day Science Week Holi Mother's Day	St Georges Day May Day	Father's Day Eid ul Fitr Summer Solstice Sports Day

		Advent + Christmas Hanukah	Children's Mental Health Week Internet Safety Day	Easter		
Cultural capital and enrichment	School tour Harvest festival Autumn Walk	Tree dressing Nativity Christmas Crafts Polar Express Trip/ Pantomime	Chinese New Year Valentines day Spring Walk	Pancake day World book day Mother's day Easter Crafts Living Eggs Growing Caterpillars	Posting letters Visits from real-life superheroes Superhero day	Sports day Graduation Visit to the Deep/Seaside
Communication and Language Listening, attention and understanding Speaking	Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play.	Focusing attention – can still listen or do, but can change their own focus of attention Use new vocabulary in different activities and areas of learning. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases around routines of the day, greetings, and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?) Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts	Listens to familiar stories with increasing attention Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Make comments about what they have heard and ask questions to clarify their understanding. Begin to articulate their ideas and thoughts in well-formed sentences. This can be done by expressing and sharing ideas with friends and talking with books. Participate in small groups, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	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. Engage in non-fiction books about animals, learning and using new vocabulary from them. Begin to understand humour e.g., nonsense rhymes / jokes. Describe events in some detail. (linked to books e.g., life cycle) Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (e.g., I am going to do a challenge every day, so I have through them all by the end of the week.) Develop and use social phrases with confidence (e.g., let us play this together.)	Connect one idea to another using a range of connectives. Engage in non-fiction books about 'People who Help Us,' learning and using new vocabulary from them. Use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentence. (encourage use of sentences	Engage in non-fiction books about transport, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g., nonsense rhymes/jokes. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. Express 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.
Literacy and Suggested Texts	Oral retelling of familiar stories using own words	Identify and anticipate key events in familiar stories	Emergent writing; encourage short words or phrases in different	Fiction & Non-fiction texts about how people, animals and plants grow. Labelling e.g. labelling	Descriptive sentence writing Instructions; writing simple	Using descriptive language in oral storytelling and in writing.

	and recently introduced vocabulary. Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'. Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language Initial sounds and simple CVC words in line with RWI scheme Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc. Focus on letter formation in line with handwriting policy	including repeated refrains. Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories Initial sounds and simple CVC words and more in line with RWI scheme Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation	writing contexts, e.g. in free flow or in a structured lesson. List writing Reading words through sound blending as part of RWI scheme Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with handwriting policy	seed pots Descriptive sentences; children begin to write to describe an object e.g. The seed is tiny. The plant is tall. Letter writing including simple sentences and phrases Recognise common exception words within RWI scheme Write simple phrases and sentences Focus on letter formation in line with handwriting policy Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc. Writing short captions using growing knowledge of phonics to attempt unknown spellings	instructions for a familiar process in a numbered list. Verbal sequencing using temporal connectives. E.g. First, I climbed on the climbing frame, then I slid down the big slide! Create fact files notice the difference between writing stories and writing information. Role play using newly acquired vocabulary Write simple phrases and sentences with phonetically plausible attempts at unknown spellings. Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.	Creating our own stories (orally or written) with a Beginning, middle and end. Jumping into the story Settings- what was the character thinking at this point in the story? Instructions; writing numbered lists in a logical order. Write simple dictated phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary.
Suggested Texts	Dan and Diesel Hari's Box Love Makes a Family Here We Are Tree The Squirrels who Squabbled Seasons I am too Absolutely Small for School Owl Babies Little Bear Lost Where's My Teddy? Ruby's Worry Peepbo by Janet and Alan Ahlberg A Great Big Cuddle	Naughty Bus Duck in the Truck Mrs Armitage on Wheels The Wheels on the Tuk Tuk Guido's Gondola Nonfiction books about transport around the world. Mr Gumpy's Motor Car The Cat, The Mouse and the Runaway Train Shackleton's Journey Rosie's Walk Stick Man The Way Back Home On Sudden Hill Tom's Magnificent Machines by Linda Sarah	Caroline's Comets Look Up Astro Girl Max How the Stars came to be The Hunting of the Great Bear	The Tiny Seed Baby Botanist Jack and the Beanstalk The Enormous Turnip Baba Yaga	Non-fiction texts- Kings and Queens Zog and Zog and the Flying Doctors The Queen's Hat Usborne- Peep inside a castle	Usborne- St George and the Dragon Usborne – Greek Myths for Young Children Additional The Hare and the Tortoise The Hare and the Tortoise (Aesop's Fable) King Midas and the Golden Touch (Greek Myth)

		The Christmas Story The Story of Diwali				
Traditional rhymes and poetry	Twinkle Twinkle Incy Wincy Spider Baa, baa, black sheep Humpty Dumpty Head, shoulder, knees and toes Wheels on the bus Leaves are falling (poetry basket) 5 Little speckle frogs- maths link 5 currant buns	Little Bo Peep Little Jack Horner Little Miss Muffet One, two, buckle my shoe Star light, star bright Twinkle, twinkle	It's raining, it's pouring Jack and Jill Old King Cole Old Mother Hubbard Rain, rain, go away Sing a song of sixpence 5 little men	Ladybird, ladybird Tadpole Little boy blue Mary had a little lamb Mary, Mary, quite contrary Old MacDonald had a farm	There was a proncess long ago She'll be coming round the mountain The Grand Old Duke of York	Jack be nimble Monday's child See saw, Margery Daw Poetry Week
Comprehension Word Reading Writing	**<u>Comprehension</u>** Independently look at a book, hold it the correct way and turn pages. **<u>Word Reading</u>** Segment and blend sounds together to read words. **<u>Writing</u>** Give meanings to the marks they make. Recognise that print has meaning Make marks using a variety of equipment both indoors and out – large brushes, water, chalk, streamers, ribbons, chalks Copy some letters correctly Write some or all if their name Use some of their print and letter knowledge in early writing e.g. write a	**<u>Comprehension</u>** Engage and enjoy an increasing range of books. **<u>Word Reading</u>** Begin to read captions and sentences. **<u>Writing</u>** Form letters correctly Make marks using a variety of equipment both indoors and out – large brushes, water, chalk, streamers, ribbons, chalks	**<u>Comprehension</u>** Act out stories using recently introduced vocabulary. **<u>Word Reading</u>** Recognise taught digraphs in words and blend the sounds together. **<u>Writing</u>** Write words representing the sounds with a letter/letters	**<u>Comprehension</u>** Talk about the characters in the books they are reading. **<u>Word Reading</u>** Read words containing tricky words and digraphs **<u>Writing</u>** Write labels/phrases/ captions representing the sounds with a letter/letters	**<u>Comprehension</u>** Retell a story using vocabulary influenced by their book. **<u>Word Reading</u>** Read longer sentences containing phase 4 words and tricky words. **<u>Writing</u>** Write words which are spelt phonetically Know that spaces should be left between words	**<u>Comprehension</u>** Answer questions about what they have read. **<u>Word Reading</u>** Read books matched their phonics ability. **<u>Writing</u>** Write simple dictated phrases and sentences using recognisable letters and sounds. Know that spaces should be left between words

	shopping list writing m for mummy Sit in a good posture on the carpet or when seated at a table Correct sitting bottom back, feet flat, tummy to table					
Early Phonics	Phase 1 Aspect 1: General Sound Discrimination- Environment sounds. Aspect 2- General sound Discrimination- Instrumental sounds Aspect 3- General sound Discrimination- Body Percussion	Phase 1 Aspect 3- General sound Discrimination- Body Percussion Aspect 4: Rhythm and rhyme ■ Aspect 5: Alliteration ■ Aspect 6: Voice sounds	Phase 7- Oral blending and segmenting	Phase 7- Oral blending and segmenting Begin RWI Nursery Phonics	Phase 7- Oral blending and segmenting RWI Nursery Phonics	Phase 7- Oral blending and segmenting RWI Nursery Phonics
	Throughout the year we will also be… Sing a Rhyme of the week, use Lola listening Leopard to reinforce listening, Daily story times to develop a love of reading culture. Spend time daily in provision reading to pupils in 1:1/ small group situation, integrate phonics such as environmental sound through provision and interactions					
	BAME	**Cultural Diversity**	**Neurodiversity**	**Physical Disabilities**	**Different families**	Revisit Favourite Texts
To be read throughout the year during story time session	So much Shine Lulu's first day Baby goes to market Mommy saying Full, full full of love Maisie's Scrapbook Jabari jumps	The big book of families Hats of faith The Jasmine Sneeze Golden domes and silver lanterns We are all Welcome. Shu Lin's Grandpa Hats of Faith	Through the eyes of me Loud A Friend for Henry We are all wonders Incredible you I see things differently Because What makes me a me?	Amazing Susan Laughs What happened to you? Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	Two Homes My pirate mums Love makes a family The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies	
Personal Social and Emotional Development **Self-regulation** Managing Self Building Relationships	Recognise that we are an important person in our class. Link with others children and adults, sharing experiences and play ideas Be a good friend to others	Recognise that we are an important person in our class and school. Be a good friend to others and know what that means and involves. Begin to identify and moderate own feelings socially and emotionally	Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth. Be resilient and persevere when we find an activity challenging when working	Consider and talk about how others may be feeling or what they might be thinking during different activities. Explain the reasons for rules, know right from wrong and try to behave accordingly. (ready, respectful, safe)	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show	Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to

	and know what that means and involves. Manage own needs e.g., fastening coat, putting on shoes. Develop confidence to try new activities and show independence. (link with challenges in provision) Identify and name emotions. Link book character's emotion to own experiences Begin to set own goals and show resilience and in the face of challenge. (link to characteristics of success) Become independent when managing our own personal hygiene, including going to the toilet and washing our hands.	e.g., Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves. Think about the perspectives of others. Eg how do you think X feels when this happens? Manage our own personal hygiene including going to the toilet and washing our hands.	in the inside and outside learning environment. Form positive relationships with adults and friendships with peers. Manage own self-care needs	Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs. Identify and moderate own feelings socially and emotionally. Continue to see self as a valuable individual.	independence, resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	follow instructions involving several ideas or actions. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Physical Development Gross Motor Skills	Stand still, wait and walk in a line during different activities throughout the school day. Begin to use core muscle strength to sit at a table or on the floor to complete an activity.	Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways. Continue to develop fine motor skills. Develop confidence in use	Continue to refine the fundamental movement skills they have already acquired Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music.	Negotiate space successfully and can adjust speed and direction. Showing increasing control with a ball.	Use equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.	Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways.

Fine Motor Skills	Use pencils and other equipment comfortably for them. Continue to develop small motor skills so that they can use a range of tools competently, safely, and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, knives, forks, and spoons Children are shown how to use scissors to make snips safely. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process, scissors in provision.	of tools to consolidate actions such as twist, pinch, grip, grab, squeeze. Begin to learn correct letter formations and use these in their writing. Building confidence and skill in using scissors. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process to follow a line, scissors in provision.	Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons) Develop an effective pencil grip. Build confidence and skill in using scissors. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process while moving the paper around to follow a curved line, scissors in provision.	Link sequences of movement with confidence, control, and fluency. Form recognisable letters with an effective pencil grip. Build confidence and skill in using scissors Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.	Confidently use scissors and small tools. Begin to use a tripod grip to draw and write accurately. Use scissors independently and safely. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.	Use the tripod grip. Use a range of small tools. Show accuracy when drawing. Use scissors to support them in their creations. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.
	Throughout the year we will… Take part in 'funky fingers' and Dough Disco activities so that we can use a range of tools with care, control, and confidence. Develop our tripod grip when using a pencil or pen. Hold and use scissors with increasing confidence and control.					
Mathematics	**Number** Recognise and subitise amounts to 3 Say 1 number for one	**Number** Say 1 number for one item in order up to 5 Know the last number	**Numbers** Experiment with their own symbols an marks as well as numbers	**Number** Recognise and subitise amounts to 3 Say 1 number for one item in	**Number** Develop fast recognition of up to 5 objects (subitising)	**Number** Recite numbers beyond 10, Experiment with own symbols and marks as well as numerals

	item in order up to 5 Recite numbers to 10 Begin to Recognise some familiar numbers **Early Mathematical Experiences** Experiment with own symbols and marks Solve real life math's problems Compare quantities more or fewer **Pattern** Describe and create patterns that are the same and different count 1,2,3 objects reliably Recognise if a number of objects is the same or different count 1,2, or 3 objects, images or sounds reliably	reach when counting a small set of objects tells you how many there are in total, Show numbers on fingers up to 5 Link Numbers and amounts Subitise within 5 **Pattern** Talk about and identify the pattern around them, Explore ABAB patterns **Shape and sorting** Explore characteristics of everyday objects and use Mathematical language to describe them Show an interest in shape and space by playing with shapes by sustained construction activity Explore the characteristics of everyday objects and shapes- focusing on 2D shapes Use mathematical language associated with shape Understand position through words e.g in front, behind, under, next to **Measures** Use everyday language to talk about size, length weight, and capacity Estimate, measure, weigh and compare and order objects Compare objects and quantities Solve size problems related to measures	Solve real world maths problems up to 5 Compare quantities using more than and few than language **Shape** Select shapes appropriately link to construction Combine shapes to make new ones **Measure & time** Make comparison between objects related to size, length, weight and capacity Sequence events real and fictional using first and then **Pattern** Talk about and identify the pattern around them, Explore ABAB patterns Notice and correct errors in repeating pattern **Number pattern-calculation** Solve practical problems that involve combining groups- addition	order up to 5 Recite numbers past 10 Know the last number reach when counting a small set of objects tells you how many there are in total, Show numbers on fingers up to 5 Link number and amounts Understand the Conservation of number Experiment with their own symbols an marks as well as numbers Solve real world maths problems up to 5 Compare quantities using more than and few than language Begin to Recognise some familiar numbers **Shape and sorting** Explore characteristics of everyday objects and use Mathematical language to describe them Talk about and explore 3d shapes use language e.g. straight, corner, flat round, Understand positional language Describe a familiar route using in front of behind, next to **Shape and Pattern** Talk about the properties of shape	Link numerals to amounts to match 5 and beyond Say one number for each item in order Recite number past 10 Show finger numbers to 5 and beyond Experiment with symbols and numerals **Number patterns** Begin to explore one more Compare quantities using more than and fewer than Solve real world mathematics experiences Say which number is one more Explore different numbers that can be added together to make 5 Estimate a number of objects and check by counting Solve practical problems that involve simple addition **Shape and Pattern** Talk about the properties of 2d and 3d shape Select shapes appropriate for a particular purpose Cobine shapes to kake a new one. **Measures** Make comparison between objects relating	Solves real world mathematical problems with numbers up to 5 and beyond. Compare quantities using language such as more than and fewer than Say one number for each item in order **Recite number past 5** **Count objects, actions and sounds** **Measures & position** Use everyday language to talk about size, weight, and capacity Make comparisons between objects relating to size, length, weight and capacity Order objects- by length, height and weight Explore measuring objects using nonstandard units Begin to describe sequence events Understand position through words alone Discuss routes and locations using words behind, in front of **Pattern** Talk about and identify the patterns around them Extend and create ABAB patterns Notice and correct errors in a repeating pattern Sorting objects

					to size length, weight and capcity	
Understanding The World	Past and Present (History)					
	My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?	George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey	People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched	Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.	The Story of King John and the Magna Carta Locally significant areas in the past e.g. coronation in Westminster Abbey.	Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Bringing the Rain to Kapiti Plain Aesop's Fables The Legend of St George and the Dragon
Understanding The World	People, Culture and Communities (Geography)					
	Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends,	Transport in our local area and contrasted with transport for long journeys- children's experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.	Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel	Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands	The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the	Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story

	families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors.			Cauliflower: Spain Broccoli: The UK	children have connections to.	
Understanding The World	The Natural World (Science)					
	The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour	Forces: push, pull, twist Air transport Water transport Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter; snow ploughs, gritting roads, snow tyres Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?	Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings	Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw and label pictures of local plants.	Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for our King; what could we grow? What would we include? Sketch some ideas and write about the design.	Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?
Expressive Arts and Design Mark making and drawing	Learn how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Give meaning to marks.	Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects.	Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures.	Continue with the development with observational drawing e.g. linked to Spring.	Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing.	Children discuss their work and the details used on their illustrations and showing lots of detail on these.

Use of Colour	Know the names of many colours and uses these in their work.	Explore a range of colours and how colours can be changed e.g. colour mixing.	Explore the colour work of the artists studied this term. Purposely choose a colour when creating.	Explore the colour work of Andy Goldsworthy – Nature.	Explore how to change colours through colour mixing and how white and black can change a colour.	Plan ahead on which colours they will use and giving a purpose and reason for the colours they have used.
Printing	Explore printing through access to paint to print with their hands and fingers.	Begin to use larger printing tools indoors and outdoors.	Explore printing tools – both natural and man-made e.g. leaves and ear buds.	Explore how patterns can be printed.	Use a range of media, independently printing patterns including symmetrical patterns.	Print pictures using the skills and knowledge learnt throughout the year.
Use of Textiles and Materials	Explore the available materials within their new setting.	Use junk modelling materials to build and construct models.	Explore different types of materials and what their properties and uses are. Make models and creations for their own pleasure and for events and celebrations.	Learn what a collage is and how we can collage using different materials and which ones work best and look most effective.	Learn how to weave, looking at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions Use certain materials for their own ideas.	Continue to learn to weave and exploring weaving.
Development of modelling and 3D work	Children are shown the loose parts in the class and being shown how they can be used.	Children are shown how to use simple joins when using different materials to create		Explore how natural resources can be manipulated to make 3d sculptures.		Use a range of tools and materials to join, assemble and build models and 3D work.
Children will explore, use, and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources, and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas, and developing their ability to represent them.						
Art and Artists	Jackson Pollock (Collaborative work) Explore Jackson Pollock through texts, videos, discussions and teacher demonstrations, children to recreate his artwork.	Yayoi Kusama Piet Mondrian, Wassily Kandinsky Explore Yayoi Kusama, Piet Mondrian, Wassily Kandinsky through texts, videos, discussions and teacher demonstrations,	Joan Miro Explore of Joam Miro through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.	Andy Goldsworthy Eric Carle Explore of Andy Goldsworthy and Eric Carle through texts, videos, discussions and teacher demonstrations, children to recreate their artwork	Vincent van Gogh Explore Vincent van Gogh through texts, videos, discussions and teacher demonstrations, children to recreate his artwork.	Georgia O'Keeffe, Henri Matisse Exploration of Georgia O'Keeffe and Henri Matisse through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.

		children to recreate their artwork.				
Music	Sing simple well know songs and rhymes, introducing new daily rhymes. Describe the sounds I can hear.	Nativity Performance – join in with the words to sings and using actions. Listen to music.	Explore musical instruments including body percussions. Play instruments in time and in a simple composition.	Experiment with changing my voice with different tempo, pitch and dynamics. Describe instrument sounds.	Sing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel.	Perform songs, rhymes, poems and stories and moving in time with the music. Compose and adapt own music using own voice and with instruments.
Religious Education See Separate Planning	Unit 1 Why is the word God important to Christians? Creation	Unit 2 Why do Christians perform nativity plays at Christmas? (Incarnation)	Unit 3 Being Special: Where do we belong?	Unit 4 Why do Christians put a cross on their Easter garden? Why is Easter special to Christians? (Salvation)	Unit 5 Which places are special and why? (Thematic)	Unit 6 Which stories are special and why? (Thematic)
PSHE See Separate Planning	Pink Goes to School Blue's Best Friend Blue's Indoor Voice Blue Learns to Share Green Gets Glasses Red Needs the Toilet	Pink's Screen Time Pink Misses Mummy Yellow wants to Play with Orange Yellow's Bedtime Yellow Playfights Pink is Feeling Sad Rainbow Feels Angry	Orange Feels Worried Orange Brushes Her Teeth Orange Helps Out Orange Moves House Orange Sleeps Over Pink has a New Brother	Rainbow helps at home Rainbows food Journey Green's Greens Red's Hearing Aid Why does Purple Play Differently	Blue Gets Lost Purple is Poorly Green Stays in Hospital Yellow learns about Germs Red visits the dentist Reds Nut Allergy	Yellow goes on holiday Red Goes Swimming Purple the Passenger Rainbow Visits the Seaside Rainbow's Day Out Rainbow Feels Angry Green is Moving up a Year
British Values	Mutual respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	British Values
	Sharing outside area; School rules; Faith Weeks; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities	In addition to previous: Anti-bullying week. Faith week; Celebrations from all cultures; Children in Need;	In addition to previous: School rules. Class rules; Encouraging cooperation; Nursery and Reception working as one unit; People who Help Us. Stranger danger. safeguarding; Team games in PE or outside	In addition to previous: Exploring our differences. How we are all unique;	In addition to previous: Speaking and listening at circle times; developing social skills;	In addition to previous: Our World- Link to Theme