


This is an overview of the expected learning to be taught during the academic year; however, this is subject to **change leading from the children's interests** and following the EYFS curriculum.

PRIME AREAS									
Communication and language			Physical development		Personal, social and emotional development				
Listening, Attention and Understanding Speaking			Gross Motor Skills	Fine motor skills	Self-Regulation		Managing Self	Building Relationships	
<p>Can you listen to the sounds to help you segment sounds? What sounds can you blend, to read? Why should we listen to others? Why should we listen carefully? Can you listen to stories and join in with repeated parts? Can you follow simple two-part instructions? Can you ask questions? Can you understand and answer questions? What new words have you learnt? Can you use the new vocabulary? Can you talk about your family and your home? What do you like and dislike</p>			<p><i>Revisit/ ongoing throughout the year - To develop overall body-strength, balance, coordination, and agility through use of outdoor play equipment.</i></p> <p>Focus: Body Management (The P.E HUB) How can we show awareness of space? Can you describe difference between a small and tall shape? Which body parts did you balance on to make your bridges? Where there any ways it was harder to climb over/on to, e.g. feet first? How can we make large movements? How can we move in different ways? Can you move in different ways safely (running, jumping, climbing)?</p>		<p>How can we develop our fine motor skills using (materials/equipment)? Who can zip up their coat? Can you hold a pencil with control and begin to form letters? Can you use tools safely (scissors, cutlery, tweezers)?</p>	<p>Can you show confidence to try new activities and ask for help when you need it? How can different people help us? What makes us unique? What does independent mean? Can you talk about feelings using The Colour Monster? What can you do to become independent in all aspects of self-care? What do you like/ not like to do?</p>		<p>What are our rules and routines? Why/ what makes you feel ...? How /why should we wash our hands? Can you eat lunch in the dinner hall independently? Can you use the toilet independently? Can you organise yourself? Can you follow 1 step instructions?</p>	<p>Who and why should we play alongside others? Why should we share and take turns? Who can share and take turns with some adult support? Who can you rely on in school? how do other children make you feel?</p>
Characteristics of effective teaching and learning			<div style="text-align: center;">  <h2 style="margin: 0;">Reception</h2> <h3 style="margin: 0;">Theme 1</h3> <h1 style="margin: 0;">What is Magical About Me?</h1> </div>				Cultural capital		
Playing and exploring	Active learning	Creating and thinking critically					<p>- British value and citizenship – Respect and Diversity - Starting school; 'All About Me' bags and family photos; Autumn walk; Recycling Week; World Smile Day; Black History Month <i>Harvest Birthdays Eid Halloween</i></p>		
<ul style="list-style-type: none"> •What can I find out and explore? •Can you remember what to do? •Do you think you can be brave and try new things? 	<ul style="list-style-type: none"> •Are you able to concentrate for a long period of time? •Can you keep trying and not give up? •Are you proud of what you like? 	<ul style="list-style-type: none"> •Do you have your own ideas? •Are you able to make links? •Do you plan ways to do things? 							
SPECIFIC AREAS									
Literacy			Mathematics		Understanding of the World		Expressive arts and design		
Comprehension	Word Reading	Writing	Number/ Numerical Pattern		Past and Present	People, Culture & Communities	The Natural World	Creating with Materials	Being imaginative and Expressive
<p>Can talk about characters and events; enjoy poems, songs and repeated refrains? Why did you enjoy this story? How might the story end? Can you sequence a story and begin to understand story structure? Can you talk about what you have read? How can we handle books carefully? What is the difference between text and illustrations?</p>	<p>Can you complete Phase 1 sound games? Can you begin Phase 2 (Little Wandle): say sounds for letters; orally blend; tricky words: is, I, the? Can you segment and blend simple CVC words? Who can hear initial sounds? Who will you read with today? (Individual reading) Can you begin to read a decodable book? Can you play eye spy?</p>	<p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Understand that thoughts can be written down. Can you mark make with meaning; write name; form some letters correctly; labels and lists? Composition: Use talk to link ideas, clarify thinking and feelings. Can you understand that thoughts and stories can be written down. Spelling: Orally segment sounds in simple words. Handwriting: Do you know that print carries meaning and in English, is read from left to right and top to bottom? Can you make a 3-friend hold? Can you write the Jumper and Abracadabra family letters correctly? Talk for Writing progression: Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.</p>	<p><i>Baseline – 3 weeks: Opportunity to settle in, into the areas of provision inside and outside and get to know the children's mathematical knowledge through play, intro key times of day, class routines, where do things belong? [Positional language]</i></p> <p>What is subitising? How can you arrange these numbers? Can you explore and talk about patterns? Can you make comparisons? What does number 5 numicon look like? Can you use numicon to show odd and even? Can you use the new mathematical language introduced to use? Can you recognise 6 as 2, 3s and 8 as 2, 4s etc? Can you subitise larger numbers? How can you compare sets using most & fewest? What number songs can you sing? How do you estimate? What happens when you add 1 more to a number? What are 2D & 3D shape? Who is the tallest in the class? How long is the snake? Can you compare size?</p>		<p>Communication: What they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Observation: Explore the natural world around them and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p> <p>What will I be when I grow up? What did you do as a baby? Do you know the school environment and routines? Can you talk about a past event? What would you like to do next week? Can you use language relating to the past and the future?</p>	<p>What can you tell me about yourself and family? What is your relationship to them? How do you celebrate your birthday? Who are our special people? Can you explore families and homes? What and how do we celebrate harvest?</p>	<p>What happens in Autumn? Can you describe what we see, hear and feel outside.? How do we change /grow? Can you talk about body parts and senses? Can you name parts of our body? How can we look after our environment?</p>	<p>What designs and materials will you use when making a birthday card/ healthy plate of food? What colours will you use to paint ...? What does the paint feel like? (hand/ feet printing) Can you draw a self-portrait? Can you develop your drawing skills (marks, lines, objects) using chalk, crayons, pencils? What is an artist and what do they do? Pablo Picasso -What makes him unique? Can you create transient art faces using natural loose parts? What can you build? Can you draw a picture of yourself, your family and home?</p>	<p>What familiar experiences can you act out in the Role play area? What colours will you use to paint ...? How do you draw faces and people? Can you join in when singing a song as a group? What will you use to tap out a beat? Can you find sources of sound in the classroom? Can you join in when completing activities on Charanga? (Charanga – Me!) Can you explore sounds, beat and pitch and sing familiar songs? How can you use your puppets to tell a story?</p>
					<p>ICT Can you Identify everyday technology? (Links to technology at home) Can you make marks on a digital device to communicate your ideas? Can you explore iPads to take a photo and draw digitally? Can you talk about technology at home and school. Can you tell an adult if something online upsets you and know we don't share personal information?</p>				