



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

Communication and language		PRIME AREAS		Personal, social and emotional development				
Listening, Attention and Understanding	Speaking	Physical development		Self-Regulation	Managing Self	Building Relationships		
		Gross Motor Skills	Fine motor skills					
Can you listen to others; remembering discussions and responding appropriately? Are you able to shift your attention if needed? Can you take part in oral blending and segmenting activities? Can you follow instructions? What stories can you act out? Can you take part in the Christmas production? Can you answer who, what, where questions? What do we use to cut things? Who can join in with repeated refrains?	Can you speak in full sentences about first-hand experiences? Are you able to build up your vocabulary which reflects on your experiences? Can you ask questions? What vocabulary would you use when talking about objects and people that are important to you? How can you sequence events in the story? Who can use language such as next, then, lastly?	<i>Revisit/ ongoing throughout the year - To develop overall body-strength, balance, coordination, and agility through use of outdoor play equipment.</i> How do you join construction pieces together? What type of dancing will you make up to accompany sound stories? What are the basic travelling skills? How do our bodies communicate feelings to each other? How can different parts of the body move? What does balance mean? Can you balance on different parts of your body? Can you dribble a ball? (bats/racquets) Sweeping/brushing Threading Screwing/unscrewing	Who can hold a pencil near point between first two fingers and thumb and have good control? Why should we handle equipment with control? Using tools (hammers and screwdrivers, knife and fork – cutting, pipettes, scissors – straight lines)	Can you remember and follow class rules? Why should we listen and respond to instructions from adults? Can you talk about your emotions? What would it be like if we couldn't see and hear? What would you do if you saw someone upset? Can you be aware of your own action can hurt others? What is Anti-Bullying Week? Safe relationships – NSPCC (PANTS)	Should we have lots of sugar? What could we add to our porridge that is healthy? When planning your Christmas party menu can you choose healthy options? Do you understand the importance of perseverance? Can you carry out small tasks? Are you confident in new situations and with new people? Can you talk about what you would like for Christmas? What do you like to do? What is special about family time? How can you stay around fireworks?	How can you be a good friend? Can you develop relationship with peers and adults? Why should I share with my friends? Can I explain what I have learnt and ask appropriate questions? What should we do to make up with our friends if we fall out? Can you give your friend a compliment?		
Characteristics of effective teaching and learning			Cultural capital					
Playing and exploring	Active learning	Creating and thinking critically	 <h2 style="text-align: center;">Reception Theme 2</h2> <h1 style="text-align: center;">What do we celebrate?</h1>					
<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? 				<p style="text-align: center;">British value and citizenship – Mutual Tolerance</p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> <ul style="list-style-type: none"> -Local walk around the environment/ walk to the post box to post Santa's letters. - Seasonal change/ Collecting natural loose parts for use in art/DT/mud kitchen -Parents Christmas Craft Workshop <p style="text-align: center;"><i>Bonfire night, Diwali Remembrance Sunday, Christmas</i></p>		
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
Can you engage in conversation and answer questions when reading wordless fiction and nonfiction books? Can you respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations? Can you talk about events, feelings, main characters, where a story is set and recognise links to own life experiences?  To explain how a character is feeling (I), to answer simple questions about what has happened (R)	Can you read individual letters by saying the sounds for them? Can you blend with known letters for reading VC and CVC words? Can you orally segment for VC and CVC words for spelling? Do you know grapheme phoneme correspondence of 19 letters? Can you read high-frequency common words (the, to, no, go)?	<p>Emergent writing: Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space. Letter Join' scheme</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, into key times of day, class routines, where do things belong? [Positional language]</i></p> <p>Can you count/ match to 5 using different mathematical resources? Can you quickly say how many there are (up to 5) in different arrangements? Can you show how numbers can be made up? e.g., 1 and 3 is 4 and know there is more than one way of doing this Can you count to 10 by rote? What is time? Do you understand the words yesterday/today/tomorrow? Can you recite days of the week? Can you identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape? what do the terms short/tall, large/small mean? Can you sequence 4 items according to a criteria? compare manipulatives (e.g., saying when one tower is bigger/smaller) what is one more/ one less than a number? Can you continue/ copy/ create a pattern?</p>	<p><i>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.</i> <i>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.</i></p> <p>Who is Guy Fawkes? Can you compare and contrast character from stories, including figures from the past: looking at clothes? Can I talk about my own significant past event? Can you recognise and describe special times or events for family or friends?</p>	<p>What happens/ what do you do on Bonfire Night? How do people celebrate Diwali and Christmas? What do you do at Christmas time? What are the similarities and differences between them? What does your home look like? Can you talk about some of the similarities and differences in relation to your friends or family?</p>	<p>What are the differences between light and dark? What do fireworks look / smell/ sound like? What are the 5 senses? Can you name parts of your body? Do you know where you would find your hip bone? What happens when you add water to dried oats? What material is your home-made form? Can you investigate materials?</p>	<p>Can you explore different mediums to make a fireworks picture? What will you use to design a bed for goldilocks? Can you assemble and joins materials together? Can you use stencils with paints and sponges? Can you make a model with construction kits /Junk model? Do you know about different techniques for joining materials, such as split pins? Focus artist– Andy Goldsworthy - Creating natural art. Can you mix autumn colours? What are natural materials? Can you create artwork using natural materials?</p>	<p>Can you join in to sing the Three Bear's Rap and 'When Goldilocks Went to the House of the Bears'? Can you explore and name 4 simple instruments? Can you sing and take part in the Christmas production? How will you make a sound story with the instruments? Can you work in a small group to act out the story and come up with an alternative ending? Can you use of story maps, props, puppets & story bags to retell, invent and adapt stories? Charanga Music – My stories •Listen to music and make their own dances in response</p>
Diversity texts to be read throughout the term during story time sessions								
We are family, More people to love me, Our class is a family, Family and Me A New Friend, Is that your Mama? It's OK to be different, Welcome to our world								