



This is an overview of the expected learning to be taught during the academic year of **2024-25**, 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		Physical development		Self-Regulation		Building Relationships	
Speaking		Gross Motor Skills	Fine motor skills	Managing Self			
<p>Do you join in with repeated refrains and anticipates key events and phrases in rhymes and stories? Can you respond to Nursery Rhymes? Why should we listen and respond to peers and adults? Can you maintain attention, concentrate and sit quietly during appropriate activity? What will help me to segment and blend sounds to read? Can I listen and respond to stories with increasing attention? Can I respond to preposition words such as 'under', 'on top', 'behind'? Why do things happen? Can you explain your answer? Can you ask; who, what, when, how questions? What are the differences and similarities between people and places?</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>Can you draw lines and circles using gross motor movements? Can you push, pat or kick objects with increasing control? Can you handle tools, objects, construction and malleable materials safely? (outdoor) Can you throw and catch with increasing control? Can you send a ball to a partner, trying out a variety of ways? Main Focus - Body Management <i>Exploring a variety of rolling, sliding, etc. Jump using a variety of take-offs/landings: use hands and feet in different combination.</i></p>		<p>Do you accept the needs of others and share resources, sometimes with support from others? Can you begin to negotiate and solve problems without aggression? Can you be aware of the boundaries set, and of behavioural expectations in the learning environment? Can you talk about how you and others show feelings? How would you feel? What would you do if you're scared of something? Do you have motivation to learn? Can you express your preferences? Are you confident to talk to other children when playing?</p>		<p>Why do we need to exercise? what do we need to grow big and strong? What foods are healthy and unhealthy? Why is it important to have an understanding for safety when tackling new challenges? Can you communicate freely about your home and community? Can you show confidence in asking adults for help? Are you confident to try new activities, and say why you like some activities more than others? Media literacy and digital resilience – uses of technology, safe internet use, 'ThinkUKnow Jessie and Friends'</p>	<p>Can you keep play going by responding to what others are saying or doing? Can you demonstrate friendly behaviour? Can you initiate conversation and form good relationships with peers and familiar adults? Can you play cooperatively, taking turns with others? Can you solve problems in a group? Are you proud of your achievements?</p>

Characteristics of effective teaching and learning			 <h2 style="text-align: center;">Reception</h2> <h3 style="text-align: center;">Theme 3</h3> <h1 style="text-align: center;">What is a superhero?</h1> 	Cultural capital	
Playing and exploring	Active learning	Creating and thinking critically		British value and citizenship- Rule of law	
<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? •Are 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>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions.</p> <p>-Local Walk to local shop to buy vegetables (Maths Focus- using money) <i>Safer Internet Day</i> <i>Shove Tuesday (Pancake Day)</i></p> <p><i>Chinese New Year (Snake)</i> <i>Valentine's Day</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
<p>Can you use picture clues to help read a simple text. Can you predict and anticipate key events based on illustrations, story content and title? Do you understand the structure of a non-fiction book is different from a fiction book? Do you understand play is influenced by the experience of books (small world, role play)? What information have you retrieved? Can you explore questions and answers (research)? To use words to describe a character or setting (V), to say what happened first in the story (S)</p>	<p>Can you read individual letters by saying the sounds for them? Can you blend sounds into words, so that they can read short words made up of known letter-sound correspondences? Can you read a few common exception words matched to the school's phonic programme? Can you consolidate skills as in Autumn 2? Can you recognise digraphs - ck + consonant endings - ff, ll, ss? Can you blend and segment known sounds for reading and spelling VC, CVC and CVCC? Can you respond to stories? Do you enjoy a range of books?</p>	<p>Emergent writing: Use appropriate letters for initial and final sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. Letter Join' scheme Can you record lists, captions, labels, tags? Can you spell key HFW? Can you write a fact file? What will you write when making a wanted poster? When writing will you use letters and sounds to support what is being written?</p>	<p>Can you consolidate Autumn Term's learning? Can you rote count forward & backwards to 20? Can you make comparison of numbers to 5 using the language of greater than and less than? Do you understand composition of numbers to 5? Do you know number bonds to 5? Can you use part-part-whole model within numbers to solve addition & subtraction problems? Can you compare sets of objects? Can you use and understand numbers 1-9? Can you partition and combine numbers to 9? Can you recognise 2D shapes 2D shapes with up to 5 sides (Circle, Semicircle, Triangle, Square, Rectangle, Pentagon)? Can you subitise numbers to 9? Can you consolidate sorting from Autumn term? Can you describe 2D and 3D shapes? Are you able to use everyday language related to time? Can you read time up to 9'o'clock? Can you order and sequence events by their timeline? Can you describe their relative position such as 'behind' or 'next to'?</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>Why do we celebrate Valentine's Day? Can you respect difference? Can you talk about lives of people around us? Can you talk about a past event? Do you know some of the things that make you unique? Which photographs are from the past? How do you know? Which photographs are from the present? How do you know?</p>	<p>Can you learn about other cultures and different faiths? What happens during Chinese New Year? Where is China? Can you talk about Chinese culture and taste Chinese Food? Can you explore google earth? What is the role of a police officer? What is the name of our school? What is the name of the road that our school is on? What do people use a map for?</p>	<p>Can you talk about what you have seen whilst outside, including plants and animals? How do humans react differently to hot and cold? What happens to ice? How has the season changed? What are they features of winter? What makes a good habitat? Can you match animals to an appropriate habitat? Can you build, construct and adapt work? Can you compare different houses?</p>	<p>Can you complete some appropriate safety measures without direct supervision? Can you express and share your ideas, thoughts and feeling? How to do observational drawings. Can you create, choose different textures and colours? Can you construct, assemble and join with a purpose and adapt your work? How to print with classroom objects? How to print with recycled materials? How to paint a person? Can you mix colours? Can you make green? What is a collage? How to do an observational painting What will you make with different shapes? Can you make a relief print using rollers?</p>	<p>Can you create props to support role play? Can you introduce a storyline/narrative into your play? Can you explore the sounds of instruments? Why do songs have actions? Can you find a beat? Can you explore beat through body movement? Can you investigate tempo in music? Can you explore pitch and tempo through scarf dancing and body movement? Begins to build a repertoire of songs and dances.</p>
<p>Diversity (BAME main characters) texts to be read throughout the term during story time sessions</p>								
So much Mommy saying	Astro Girl Full, full, full of love	Lulu's first day Jabari jumps	Baby goes to market lzy gizmo					