




This is an overview of the expected learning to be taught during the academic year of **2021-22**, 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 | | Self-Regulation | | Managing Self | Building Relationships | | | | | | |
| <p>Can I listen and do things at the same time? What instructions can I hear and follow when making/drawing and collaging? Can you maintain attention, concentrate and sit quietly for a longer period of time? What stories can you remember and accurately anticipating key events form them? Can you show you have a good understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture? Do you respond to instructions involving a two-part sequence? Can you understand humour, e.g., nonsense rhymes, jokes?</p> | | <p>Can you continue to extended your vocabulary? What words would you use to describe an owl? What story language do you remember? Can you talk about a past event? Do you link statements and stick to a main theme or intention when talking? Can you use talk to organise, sequence and clarify thinking, ideas, feelings and events? What new storyline or narrative can you think of in the roleplay area?</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 use small apparatus – travel over, under and through? How can you show increasing control over an object in pushing, patting, throwing, catching or kicking it? How will you move to music? How will you travel on your feet and hands? What body parts and equipment can you balance on? Main Focus - Balancing (floor work and apparatus) Aston Villa Foundation-Gymnastics</p> | | <p>Can you hold and use your pencil to form recognisable letters? Can you develop increasing control when writing? Can you use scissors to cut out curved lines and regular shapes? Can you complete the finger and hand exercises on Letter join? Using tools (scissors - curved lines and regular shapes) Can you form Jellies/Zig zags, Loopies and waves with control? Can you form the lowercase j, y, g, q, b, p, k, v, s, r, f, x and z (Harder Letters) correctly?</p> | | <p>Can you confidently speak in a familiar group? Can you talk about your ideas? Can you talk about your needs, wants, interests and opinions? Can you be sensitive towards others? What emotions are you feeling today? Can you talk about a time they felt disappointed/ anxious etc? What things can you do now that you couldn't do as a baby? do you have an understanding of money and work – different skills, different occupations, aspirations?</p> | | <p>Do you know the difference between right and wrong? Can you describe yourself in positive terms and talk about your abilities? Can you solve problems calmly? Do you understand the importance of perseverance? Does the consequences of the bad-tempered ladybird' behaviour? Can you undress and dress independently? What happens to our bodies when we exercise? Why should we understand and have good practices with regard to exercise, eating, sleeping and hygiene? What good hygiene do we need when handling animals? What steps do we need to take to keep the germs away in the classroom and toilet area?</p> | | <p>Can you initiate conversations? Can you organise activities with others? Can you ask questions and that of others? Can you take responsibility? Can you demonstrate friendly behaviour? How can we be good friends? What makes a good friend? Can I resolve conflict without an adult? Can I adapt to changes in routine? Do you know you belonging to a community?</p> | |
| Characteristics of effective teaching and learning | | | Reception Theme 4 | | | Cultural capital | | | | | | | |
| Playing and exploring | Active learning | Creating and thinking critically |  <h2 style="text-align: center;">Reception Theme 4</h2> <h1 style="text-align: center;">What do plants need to grow?</h1>  | | | <p>British value and citizenship- Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p> <p><i>Sports Relief - St. David's Day – World Book Day – British Science Week – Trip to a Farm-Ash End Mother's Day – St. Patrick's Day –Easter</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 you retell stories in the correct sequence, draw on language patterns of stories? Can you say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why? Can you independently access the features of a non-fiction book? Do you understand play influenced by experience of books? Can you innovate a well-known story with support?</p>  <p>To say what you think will happen next (P), to explain why something happened (R/I)</p> | <p>Can you read some letter groups that each represent one sound and say sounds for them? Can you read simple phrases and sentences made up of words with known letters–sound correspondences and, where necessary, a few exception words? Can you consolidate Phase 2 skills? Can you orally segment for VC and CVC words for spelling? Do you know grapheme phoneme correspondence of 19 letters?</p> | <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. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name. Handwriting: Form letters from their name correctly. Recognise that after a word there is a space. Letter Join' scheme Can you write for a purpose, sequencing ideas together and recognising key features that need to be included e.g. finger spaces? Can you form clear identifiable letters?</p> | <p>Can you consolidate learning so far? Can you order numbers to 10/20? Can you say the number that comes before, after and between to 10? Do you understand 10 ones are equivalent to one 10? Do you know your number bond to 10? Do you know what numbers are odd and even? Can you make comparison of numbers to 10 using the language of 'bigger than' 'smaller than' leading to 'greater than' and 'less than'? Can you use the vocabulary involved in adding and subtracting? Can you subtract 2 from numbers up to 10? What happens when you double numbers/ objects? Can you add more than 1 to make 5 to 10? Can use a 10p coin and understand ways of making 10p with other coins? Can you recognise and sort coins in order of their value? Can you measure short periods of time in simple ways? Do you understand words relating to time – yesterday, tomorrow, before, after? Can you solve prepositional problems?</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 is your mother special? Are you interested in different people's jobs? Do you remember and talk about significant events in your own experience? what character have you dressed up as in the past for world book day?</p> | <p>What happens during Easter? Do you enjoy joining in with family customs and routines? Do you know that other children don't always enjoy the same things, and are you sensitive to this?</p> | <p>What do you know about growing and planting? How can we care for plants? Can you explore sound? What do we need to plant vegetables? What do plants need to grow? Can you talk about the changes in weather, environment and materials (cooking)? What is it? What can it tell us? Can you show care and concern for living things?</p> | <p>Can you complete work in the style of Georgia O'Keeffe? Tell me about the art work by Georgia O'Keeffe? what happens when you make a wax resist picture? Can you use shape in art? What will you use to make prints with? Can you use flanges and hinges when making 3D junk models? Can you experiment with colour, design and texture? Can you develop your ideas and design? Can you select appropriate resources and adapts work where necessary? Can you select tools and techniques needed to shape, assemble and join materials you are using? What can you make to protect out plants?</p> | <p>Can you make showing your expressions through dance? Can you play cooperatively as part of a group to develop and act out a narrative? Can you perform for an audience? Can you make musical patterns and sing songs? – (rhyme/ movement_ Can you take part in Charanga- Our World Paint?</p> | | | | |
| <p>Diversity (Cultural Diversity) texts to be read throughout the term during story time sessions</p> <p>The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns</p> | | | | | | | | | | | | | |