




This is an overview of the expected learning to be taught during the academic year of **2022-23**, 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		Managing Self							
Speaking		Gross Motor Skills	Fine motor skills			Building Relationships							
<p>Can you listen attentively to what others say and respond appropriately, while being engaged in another activity?</p> <p>Can you tell me about a past trip out with family or friends?</p> <p>Can you listen to stories, accurately anticipating key events and respond to what you hear with relevant comments?</p> <p>Can you hear and learn new vocabulary relating to 'Chicks'?</p> <p>Can you follow instructions involving several ideas or actions?</p> <p>Can you follow the instructions to help pack Teddy's suitcase?</p> <p>Can you answer how and why questions about experiences and in response to events?</p> <p>Can you recite the story owl babies correctly?</p>		<p>Can you use past, present and future forms accurately?</p> <p>Can you ask and respond to questions about people who help us (NHS Heroes)?</p> <p>How will you organise talk and sequence ideas together to express your opinion and interests?</p> <p>Can you develop your own narratives and explanations by connecting ideas or events?</p> <p>With support can you begin to express your ideas in full sentences?</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 explore different ways of travelling?</p> <p>Can you move coordination and control in a range of ways, safely negotiating space?</p> <p>Can you move to the rhythm of music?</p> <p><b>Main Focus</b> - Ball skills – aiming at a target</p> <p><b>Aston Villa Foundation-Dance</b></p>		<p>Do children know that each letter is referred to as a sound</p> <p>Can you sit correctly for handwriting and hold a pencil using the tripod grip?</p> <p>Can you write words containing both <b>easy and hard letters</b>?</p> <p>Can you develop increasing control when writing?</p> <p>Can you use needle and thread?</p> <p>Can you use scissors to cut out irregular shapes?</p>		<p>Can you be patient?</p> <p>What is the difference between right and wrong behaviour?</p> <p>What is unacceptable behaviour?</p> <p>What will be the consequences of certain actions?</p> <p>Can you talk about your feelings?</p> <p>How do you think your friend is feeling?</p> <p>How do we grow and change – naming body parts, changing from being a baby to adult, transition to Year 1?</p>		<p>Can you talk positively about yourself?</p> <p>Can you talk about your abilities, success and learning?</p> <p>Can you show confidence when speaking to others?</p> <p>What resources will you use for your activity?</p> <p>What will you do when you need help?</p> <p>How can you keep safe? How should we cross the road? (Road Safety)</p> <p>What are germs? Where can you find germs? How do they spread?</p> <p>Do you have a good understanding of the need for safety when tackling new challenges?</p> <p>Can you use tools independently?</p> <p>What changes do you experience while exercising?</p> <p>How can you keep healthy and safe? How can you stay safe when out and about?</p>		<p>Can you take turns without any support?</p> <p>Can you explain your own knowledge and understanding?</p> <p>Can you ask questions?</p> <p>Can you form positive relationships with peers and familiar adults?</p> <p>Can you share your ideas and listen to others?</p>	
Characteristics of effective teaching and learning			Reception				Cultural capital						
Playing and exploring	Active learning	Creating and thinking critically	 <h1>Reception</h1> <h2>Theme 5</h2>  <h1>What comes out of an egg?</h1>		<p><b>- British value and citizenship- Democracy</b></p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with.</p> <p><i>St. George's Day – 23rd April</i> <span style="float: right;"><i>International Dance Day – 29th April</i></span></p> <p><i>Space Day – 6th May</i></p> <p><i>Walk to the park- Car survey, Road Safety</i> <span style="float: right;"><i>Dentist/dental nurse visit</i></span></p> <p><i>Class Assembly</i></p>								
<ul style="list-style-type: none"> <li>•What can I find out and explore?</li> <li>•Can you remember what to do?</li> <li>•Do you think you can be brave and try new things?</li> </ul>	<ul style="list-style-type: none"> <li>•Are you able to concentrate for a long period of time?</li> <li>•Can you keep trying and not give up?</li> <li>•Are you proud of what you like?</li> </ul>	<ul style="list-style-type: none"> <li>•Do you have your own ideas?</li> <li>•Are you able to make links?</li> <li>•Do you plan ways to do things?</li> </ul>											
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 correctly sequence a story or event using pictures and/or captions? Can you respond to questions about how and why something is happening?</p> <p>Do you know the difference between different types of texts (fiction, nonfiction, poetry)?</p> <p>Do you play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations?</p>  <p>To explain why we like a character or story (E), to find a word which means ... (V)</p>	<p>Can you read some letter groups that each represent one sound and say sounds for them?</p> <p>Can you read simple phrases and sentences made up of words with known letters—sound correspondences and, where necessary, a few exception words?</p> <p>Can you consolidate phase 2 and 3 skills?</p> <p>Do you know trigraphs ear, ure and air?</p> <p>Do you know vowel digraph er?</p> <p>Can you continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions?</p> <p>Can you demonstrate a good understanding when talking with others about what they have?</p>	<p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p><b>Composition:</b> Write a simple sentence with a full stop.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p><b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p> <p><b>Letter Join' scheme</b></p>	<p>Do you understand 'teen' numbers as 10 and some more? Do you know numbers 11 to 19? Can you count in 1's, 2's and 10's?</p> <p>Can you count on and back from a given number? Can you look at how each digit and correspond to its place value?</p> <p>Do you understand numerical Patterns (Doubling, Halving, Sharing, Odds &amp; Evens)? Are you beginning to understand arrays as columns and rows? Can you look at 12 as being 3 lots of 4 or 4 lots of 3 or 6 lots of 2 or 2 lots of 6? Can you find any other square numbers? Can you share 17, 18, or 19 things between 2,3,4 or 5 people? How many do they each get? What do we double to get 16/ Halve 16? Can we halve 15?</p> <p>What is symmetry? Can you recognise, create and describe shapes and patterns?</p> <p>Can you use everyday language to talk about size, weight, capacity, and distance to compare quantities and objects and to solve problems?</p> <p>Are you able to explore and use 2D and 3D shapes and use mathematical language to describe them?</p>	<p><b>Communication:</b> 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.</p> <p><b>Observation:</b> 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>Can you name your likes and dislikes?</p> <p>Can you describe special events?</p> <p>How did you get to school this morning?</p> <p>What did you pass when coming into school?</p>	<p>Can you talk about past and present events in own life? (Reflect on the years learning and changes) you able to talk about past and present events in your own lives and in the lives of family members?</p> <p>Do you know about similarities and differences between yourselves and others, and among families, communities and traditions?</p>	<p>What happened when the eggs hatched?</p> <p>What are baby animals called?</p> <p>Can you make observations and talk about changes – Life Cycles?</p> <p>Can you care for animals and living things?</p> <p>What do plants need?</p> <p>Do you understand and talk about growth and change?</p> <p>Do you notice the changes in the environment and habitats?</p> <p>Are you able to look closely at similarities, differences in living things?</p>	<p>Can you make a natural piece of art?</p> <p>What are observational drawings?</p> <p>Can you make observational drawing of plants?</p> <p>Can you explore media (clay)?</p> <p>When working can achieve your planned effect?</p> <p>Can you construct with a variety of resources?</p> <p>Are you able to safely use and explore a variety of materials, tools and techniques?</p>	<p>Can you create representations of people &amp; plants?</p> <p>Can you sing nursery rhymes and add instruments to them?</p> <p>Can you sing and dance to songs?</p> <p>Can you move to express feelings and ideas?</p> <p>Can you take part in Charanga- <b>Big Bear Funk</b></p>					
Diversity (Physical Disabilities) texts to be read throughout the term during story time sessions													

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Its ok to be different Only one you	When Charlie met Emma Don't call me special	Happy to be me Millie gets her super ears				
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