

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							
Physical development		Self-Regulation			Managing Self						
Listening, Attention and Understanding		Speaking		Gross Motor Skills	Fine motor skills	Building Relationships					
<p>Can you listen attentively in a range of situations? Can you express yourself effectively, showing awareness of listeners? Can you respond to what you hear with relevant comments, questions or actions? Can you answer 'how' and 'why' questions? Why is it important to listen to others' opinions? Can you ask questions to gain information? Can you ask and understand questions? Can you follow 2-part instructions? What is the character... thinking and feeling? What did timothy Pope look out of when he wanted to see the moon? (Shark in the Dark) How would you negotiate between what is good and bad in the world? (George Saves the World by Lunchtime)</p>		<p>Can you use talk to explain a process to others? Can you express your ideas and feelings? Can you explain a process to your peers? Can you offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems? Can you do this when talking about events that have happened or are to happen in the future? What are you looking forward to when you go to year 1? What are your concerns when you go to year 1?</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 negotiate space and obstacles safely, with consideration for themselves and others.? Can you demonstrate strength, balance and coordination when playing.? Can you move energetically when running, jumping, dancing, hopping, skipping and climbing? Can I be a team player and take part in school sports day? Do you have an increase control? over an object beanbag/ball/hoop can you follow safety and team rules? Main Focus - Games/Athletics Aston Villa Foundation- Jumping and balance</p>		<p>Can you reflect on learning and identify your next challenge? Can you develop your concentration? Can you work independently? How will you identify your targets to extend? Can you follow instructions containing several ideas or actions? Do you understand the changes that will take place when going into Year 1? Can you show an understanding of their own feelings and those of others? Can you begin to regulate your behaviour accordingly? Can you give focused attention to what the teacher says?</p>			<p>Can you adjust your behaviour to different situations? Can you take changes of routine in your stride? Can you show your feelings? Can you be adaptable? Do you understand consequences of behaviour? Can you keep safe – stranger awareness and safe strangers, road safety, sun safety, beach safety, RNLI? Can you be confident, independent, resilient and persevering when facing challenge? Do you know the importance for good health of physical exercise, and a healthy diet? Why do we need a good diet? Can you compare diet and hygiene from past and present? What will Sam the teddy needs to take in his suitcase for his holiday in the sun?</p>		<p>How will you organise your activities with your peers? Can you form positive relationships? Are you sensitive to others? Can you find a compromise? Can you resolve a problem through negotiating? Can you form positive attachments to adults and friendships with peers?</p>
<p>Characteristics of effective teaching and learning</p>			<p style="text-align: center;">Reception Theme 6 What makes our world wonderful?</p>			<p>Cultural capital</p>					
<p>Playing and exploring</p>	<p>Active learning</p>	<p>Creating and thinking critically</p>				<p>British value and citizenship- Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. <i>Queen's Birthday</i> <i>Father's Day</i> <i>World Chocolate Day</i> <i>Trip to the Seaside</i> <i>Sports Day</i> <i>Smooth Transition into Year1</i> <i>RSPCA litter Pick</i></p>					
<p>•What can I find out and explore? •Can you remember what to do? Do you think you can be brave and try new things?</p>	<p>•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?</p>	<p>•Do you have your own ideas? •Are you able to make links? •Do you plan ways to do things?</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				
<p>Does your play influenced by experience of books? Can you act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary? Can you innovate a known story? Can you recall the main points in text in the correct sequence, using own words and including new vocabulary? Can you talk about themes of simple texts e.g. perseverance, good verse evil?</p> <p>To say what happened at the beginning, middle and end of a story (S)</p>	<p>Can you re-read what they have written to check that it makes sense? Can you read some HF words from Phase 4 e.g. said, like, have, so? Can you read CVCC words Do you know some adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, , vr? Can you represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Can you begin to work through phase 4 and consolidate phase 3, using and applying strategies? Can you use phonic knowledge to decode regular words and read them aloud accurately? Can you read and understand sentences? Can you read some common irregular words? Can you find information in non-fiction books? Can you read what you have recorded un-aided?</p>	<p>Emergent writing: Show awareness of the different audiences for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g., what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me, independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. Letter Join' scheme Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p>	<p>Can you consolidate learning so far? Do you know how to count numbers in 2's,10's ,5's,1's? Do you have a deeper understanding of number to 10 including the composition of each number? Can you solve number problems including doubling, halving and sharing? Can you subitise numbers to 5/10? Do you know automatic recall number bonds 0-10? Can you solve addition and subtraction facts? What resources will you use to solve simple number problems? Can you double, share and group numbers? Do you understand even and odd numbers? Do you have a deepening understanding of patterns and relationships of numbers? Do you recognise when one quantity is greater than, less than or the same as the other quantity? How can quantities be distributed equally? Can you use and apply guided reasoning skills? What language is related to time; o'clock and half past? Can you use time to support what happens throughout the day? Can you sort data to given criteria using fruits and vegetables? Can you measure (length, height, weight) objects using cubes?</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>Can you name the similarities and differences between old & new transport? What did seaside's look like long time ago? Can you compare and contrast past and present? Can you communicate your understanding of your own environment and contrasting environments? What are your favourite memories of reception?</p>	<p>Can you make maps of your journey to school? Can you name features of local environment? Can you use simple maps to create your own (jungle/farm maps)? What can it tell us? Can you talk about similarities and differences between countries/environments/Africa/Animals?</p>	<p>What are materials? What materials floating and sinking? What are metallic / non-metallic objects? Can you compare two different environments? Can you ask questions about and find out how things work (vehicles)? Can you make observations of animals and plants and explain why some things occur, and talk about changes?</p>	<p>Can you complete work in the style of Andy Goldsworthy and Emily Stackhouse? Can you explore 2D/3D art and produce art in nature? Can you make models from recycled materials? How will you make a coil pot? Can you mix colours to make an underwater picture? Can you select tools and techniques to shape, assemble and join materials? Are you able to complete an observational drawing? Can you explore media and materials? Can you design and make your own vehicle? what does African art work look like?</p>	<p>Are you able to use imagination creatively (role play)? Are you able to represent your own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories? Can you follow simple notation? Can you learn a traditional African song and dance and perform it? Can you take part in Charanga-Reflect, Rewind, Repeat?</p>	
<p>Diversity (Neurodiversity) texts to be read throughout the term during story time sessions</p>							<p>We're all wonders I see things differently Because</p>	<p>Perfectly Norman Mr Gorski I think I have the wiggle fidgets What makes me a me?</p>	<p>Incredible you</p>		