

# EYFS (Reception) Curriculum Overview/Long Term Plan



Great oaks from little  
acorns grow

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>ALL ABOUT ME!</b> 	<b>TERRIFIC TALES!</b> 	<b>SUPERHEROES-PEOPLE WHO HELP US!</b> 	<b>COME OUTSIDE!</b> 	<b>DOWN AT THE FARM!</b> 	<b>SEASIDE AND OCEANS</b> 
NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school / getting to know my new class Being me in my world My family and PSED focus. Being kind and making friends	Traditional Tales Visits to the school library The Nativity Christmas Lists Jolly Christmas Postman – linked to UTW Letters to Father Christmas and walking to post them in groups	People who help us in real life- firefighters, paramedics, doctors, dentists, police (opportunities for visitors) Superhero cityscapes	Plants & Flowers Weather / seasons The great outdoors /Planting seeds Minibeasts Make a sculpture/ transient nature art linked to Andy Goldsworthy How can we look after our Earth and plants?	Growing plants Where does our food come from? What animals live on the farm? Farming past and Present	What is the seaside like? What animals do we find in the sea? How can we look after the beach? Seaside towns- today and in the past.
Possible linked Texts	Elmer Owl Babies Ruby's Worry Perfectly Norman Pumpkin Soup	Christmas Story / Nativity Rama and Sita The Enormous Turnip Little Red Hen Goldilocks/Red Riding Hood	Supertato and others Elliot the Midnight Superhero Superworm	Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Tidy Yucky Worms	What the Ladybird Heard Oliver's Milkshake Farmer Duck Farmyard Hullabaloo	Rainbow Fish Sharing a shell Hooray for Fish Tiddler Night Pirates
Helicopter Stories	The Enormous Turnip The 3 Billy Goats Gruff Poetry	The Gingerbread Man White Mitten The Little Fir Tree				
Enrichment Opportunities	Autumn Walk Remembrance Day Halloween	Bonfire Night Christmas Time / Nativity / Diwali/ Remembrance Day /Children in Need/ Anti-Bullying Week	Spring Walk Chinese New Year Random Acts of Kindness Week Valentine's Day Internet Safety Day	Easter time Nature Scavenger Hunt Mother's Day Easter Egg Hunt World Book Day	Summer Walk Earth Day Planting seeds	Forest School Fathers Day Sports Day
Parental Involvement	Induction period and home Visits Parents Evenings Parent Workshops	Stay and Play Nativity and Church	Stay and Play Helicopter Stories together	Stay and Play Reports	Stay and Play Little Wandle Workshop	Stay and Play Parents Evenings
Literacy – Comprehension Drawing Club Helicopter Stories and Story time.	<b>Listening to stories.</b> Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	<b>Beginning to retell stories.</b> Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. And orally retelling new stories Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books.  <i>Actions to retell the story.</i>	<b>Retelling stories with the recently introduced vocabulary.</b> Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few tricky words linked to LW Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.	<b>Building fluency and understanding.</b> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. . <i>World Book Day Activities.</i>	<b>Explaining the stories they have listened to or have read themselves.</b> Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions <i>Information leaflets about animals in the garden/plants and growing.</i> <i>Timeline of how plants grow.</i> <i>Recount of trip??</i>	<b>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.</b> Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
Literacy - Word Reading	Little Wandle	Little Wandle	Little Wandle	Little Wandle	Little Wandle	<b>Reading and understanding sentences with fluency including some common exception words.</b> <b>Say a sound for each letter in the alphabet and at least 10 digraphs.</b> <b>Read words consistent with their phonic knowledge by sound-blending;</b> <b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b>

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<b>Literacy – Writing</b>	<b>Representing name and initial letter sounds.</b> Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.	<b>Writing CVC words.</b> Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation.	<b>Caption Writing and Tricky Words.</b> Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context-Drawing Club, character and setting. Practising correct letter formation.	<b>Begin to write simple sentences.</b> Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany drawing club. Labels and captions. Ensuring correct letter formation.	<b>Writing simple sentences.</b> Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.	<b>Writing simple sentences and phrases that can be read by others.</b> Writing sentences using a few tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own sentences. Using correct letter formation. <b>Write recognisable letters, most of which are correctly formed.</b> <b>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b>
	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
<b>Mathematics</b>	<b>Mathematical experiences:</b> *Counting rhymes and songs. *Subitising. *Ordering objects and sets / introduce manipulatives.  <b>Match, Sort and Compare</b> *Matching and grouping objects *Sorting and comparing objects *Comparing amounts  <b>Measure and Pattern</b> *Comparing size, mass and capacity *Exploring simple patterns *Copy, continue and create simple patterns.	<b>Numbers 1, 2 and 3</b> *Finding and representing 1, 2 and 3 *Subitising 1, 2 and 3 *Composition 1, 2 or 3 *Finding 1 more and 1 less  <b>Numbers 4 and 5</b> *Finding, subitising and representing 4 and 5. *Finding 1 more or 1 less *Composition of 4 and 5 Composition of number 1 to 5  <b>Circles and Triangles</b> *Identify, name and comparing circles and triangles. *Looking for shapes in the environment *Describing position  <b>Shapes with 4 sides</b> *Identify and name shapes with 4 sides *Combining shapes with 4 sides *Looking for shapes in the environment *Day and Night	<b>Introducing Zero</b> The children will already have some practical understanding of 'nothing there' or 'all gone'. Learning that the number zero and the numeral 0 can be used to represent this.  <b>Numbers from 0 to 5</b> *Introducing zero *Find, subitise and represent 0 to 5 *Finding 1 more and 1 less *Composition of numbers up to 5 *Conceptual Subitising to 5  <b>Building up to 6, 7 and 8</b> *Finding, subitising and representing 6, 7 and 8. *Finding 1 more or 1 less *Composition of 6, 7 and 8 *Making pairs and finding odd and even *Doubling up to 8  <b>Mass and Capacity</b> *Comparing mass using balance scales *Exploring and comparing capacity	<b>Length, Height and Time</b> *Explore and compare length *Explore and compare height  <b>Building up to 9 and 10</b> *Finding and representing 9 and 10 *Comparing numbers to 10 *Conceptual subitising to 10 *Finding 1 more or 1 less Composition to 10 *Number bonds to 10  <b>Exploring 3D shapes and patterns</b> *Recognise and name 3d shapes *Finding 2D shapes within 3D shapes *Using 3D shapes for tasks *3D shapes in the environment *Exploring and identifying more complex patterns *Copy and continue more complex patterns. *Patterns in the environment	<b>Numbers to 20 and Beyond</b> *Building numbers beyond 10 *Continuing patterns beyond 10 *Verbal counting up to and beyond 20 *Verbal counting patterns  <b>Addition and Subtraction</b> *Adding more *Taking Away *How many do I have?  <b>Exploring Shape</b> *Selecting shapes for a purpose *Rotating and manipulating shapes *Explaining shape arrangements *Composing and decomposing shapes *Copying 2D shape pictures *Finding 2D shapes within 3D shapes	<b>Sharing and Grouping</b> *Exploring sharing *Sharing sets of objects *Exploring grouping *Grouping objects together *Sharing *Even and odd numbers *Doubling  <b>Patterns, Positional Language and Visualisation</b> *Identifying repeating patterns *Creating and exploring own patterns *Using construction to replicate and build scenes *Visualising from different positions *Describing position *Exploring mapping and representing maps using objects *Create maps from familiar places and story settings <b>Have a deep understanding of number to 10, including the composition of each number.</b> <b>Subitise up to 5.</b> <b>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</b>  <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</b> <b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b> <b>Verbally count beyond 20, recognising the pattern of the counting system.</b>



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Communication and Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.					
	Settling in activities and carpet times. Nursery rhymes. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” Helicopter Stories	Links to festivals children’s experiences, talking about shared experiences. Good listening skills and understanding why listening is important. Helicopter Stories and Drawing Club Use new vocabulary through the day. Carefully chosen stories to develop the children’s vocabulary.	Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Helicopter Stories-learn rhymes and poems	Encourage and model the use of time connectives when children are telling their news from home or retelling stories. Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during news time. Sustained focus when listening to a story Helicopter Stories	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Helicopter Stories	Able to talk about own abilities in positive way. Show and Tell <b>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</b> <b>Make comments about what they have heard and ask questions to clarify their understanding.</b> <b>Holding conversation in back and forth exchanges with adults and peers.</b> <b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</b> <b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</b> <b>Sharing experiences from their lives using full sentences including use of past, present and future tenses.</b>
Physical Development	<b>Cooperation and Moving Gross Motor:</b> Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.	<b>Ball Skills and Wheeled Toys Gross Motor:</b> Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes.	<b>Ball Skills and Moving to Music Gross Motor:</b> Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics / Balance.	<b>Balance Gross Motor:</b> Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	<b>Obstacles Gross Motor:</b> Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music.	<b>Team games Gross Motor:</b> Races / team games involving gross motor movements dance related activities. Gymnastics / Balance <b>Negotiate space and obstacles safely, with consideration for themselves and others.</b> <b>Demonstrate strength, balance and coordination when playing.</b> <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b>
	<b>Fine Motor:</b> Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.	<b>Fine Motor:</b> Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	<b>Fine Motor:</b> Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.	<b>Fine Motor:</b> Daily name/CVC/Sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Start to colour inside the lines of a picture. Draw recognisable pictures. Build things with smaller linking blocks, such as Duplo or Lego. <b>Hold a pencil effectively</b>	<b>Fine Motor:</b> Daily name/CVC/Sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line/circle. Start to colour inside the lines of a picture. Draw recognisable pictures. Build things with smaller linking blocks, such as Duplo or Lego. <b>Hold a pencil effectively</b>	<b>Fine Motor:</b> <b>Holding a pencil effectively in preparation for fluid writing using the tripod grip.</b> Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture. Draw recognisable pictures. Build things with smaller linking blocks, such as Duplo or Lego. <b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</b> <b>Use a range of small tools, including scissors, paint brushes and cutlery.</b> <b>Begin to show accuracy and care when drawing.</b>

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Personal, Social and Emotional Development	<p><b>Self-Regulation:</b> Following our PSHE Scarf scheme, we use carefully selected texts to reinforce our learning with the focus on social and emotional development to use throughout the year. We recognise that children are all at different stages of development and have different experiences with how to regulate their emotions and behaviour. We therefore tailor our approach to suit the children's emerging needs. We use a variety of strategies to do this, including –</p> <ul style="list-style-type: none"> <li>*Zones of Regulation or similar adapted strategy,</li> <li>*Adults as role models for controlling own feelings and behaviours</li> <li>*Applying personalised strategies to return to a state of calm</li> <li>*Encouraging sensory breaks when needed</li> <li>*Use of communication aids/visual resources such as visual timetables and emotion flashcards</li> <li>*Use of safe spaces</li> </ul>					<p><b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</b></p> <p><b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</b></p>
	<p>Me and My Relationships</p> <p><i>*I can name special people to me</i>  <i>*I can describe some different feelings</i>  <i>*I know who can help when I feel scared or sad</i>  <i>I know how to help myself and others when I feel sad or worried</i></p>	<p>Valuing Difference</p> <p><i>*I know what makes each person unique</i>  <i>*I know some things I have in common</i>  <i>*I can show care and kindness</i>  <i>I can build friendships and co-operate</i></p>	<p>Keeping Safe</p> <p><i>*I know some ways to stay healthy and safe.</i>  <i>*I know how to be safe at home, outside and in the classroom</i>  <i>*I know adults who can keep me safe</i>  <i>*Online safety</i></p>	<p>Rights and Respect</p> <p><i>*I can name special people to me and know these will be different to my friends.</i>  <i>I can talk about similarities and differences</i>  <i>*I can care for the natural world</i></p>	<p>Being My Best</p> <p><i>*I can feel confident and resilient.</i>  <i>*I can name and talk about emotions</i>  <i>*I know how to overcome a hurdle</i></p>	<p>Growing and Changing</p> <p><i>*I can name the seasons and some changes that happen.</i></p> <p><b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</b></p>
	<p><b>Building Relationships:</b> Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.</p>					<p><b>Work and play cooperatively and take turns with others.</b></p> <p><b>Form positive attachments to adults and friendships with peers.</b></p> <p><b>Show sensitivity to their own and to others' needs.</b></p>
	<p>*Hand washing</p> <p>*Independent toileting</p> <p>* Changing shoes/wellies</p> <p>*Coats</p>	<p>*Hand washing</p> <p>*Independent toileting</p> <p>* Changing shoes/wellies</p> <p>*Coats</p> <p>*Healthy eating</p>	<p>*Hand washing</p> <p>*Independent toileting</p> <p>* Changing shoes/wellies</p> <p>*Coats</p> <p>*Staying healthy and safe</p>	<p>*Hand washing</p> <p>*Independent toileting</p> <p>* Sunhats</p> <p>*Sun safety</p> <p>*A healthy lifestyle</p>	<p>*Hand washing</p> <p>*Independent toileting</p> <p>* Sunhats</p> <p>*Sun safety</p> <p>*A healthy lifestyle</p>	<p><b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</b></p>
Understanding the World	<p><b>Past and Present</b></p> <p>Past and Present</p> <p>Who is in my family?</p> <p>Photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Our school.</p> <p>Their past and their life as a baby.</p>	<p><b>Past and Present</b></p> <p>Talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p>	<p><b>Past and Present</b></p> <p>Listening to stories and placing events in chronological order.</p> <p>People who help us in the community.</p>	<p><b>Past and Present</b></p> <p>Change in living things – Changes in the leaves, weather, seasons</p>	<p><b>Past and Present</b></p> <p>Looking at photos of farming past and present. Discussing how they have changed. How do we know it's an old photo?</p>	<p><b>Past and Present</b></p> <p>Exploring the seaside now and in the past.</p> <p><b>Talk about the lives of the people around them and their roles in society.</b></p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>

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Understanding the World	<p><b>People, Culture and Communities</b></p> <p>Describing their environment around them.</p> <p>Can they locate their home on google maps?</p> <p>Exploring what makes a family. The varying members of a family unit.</p>	<p><b>People, Culture and Communities</b></p> <p>Links to festivals: Bonfire night Diwali Christmas</p> <p>Role play – Christmas home scene.</p> <p>Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.</p> <p>Local walk linked to Jolly Postman and posting letters home, discussing what we will see on our journey to the postbox and how we will get there.</p> <p>Role Play-Christmas</p>	<p><b>People, Culture and Communities</b></p> <p>Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences.</p> <p>Significant cultural events: Pancake Day Easter Mother’s Day</p>	<p><b>People, Culture and Communities</b></p> <p>Reading the Easter Story and exploring how it is celebrated.</p>	<p><b>People, Culture and Communities</b></p> <p>Describing the farm environment and what the animals’ needs are.</p> <p>Exploring the difference between life in our town to life on a farm.</p> <p>Beginning to look at maps and features of a map, using ‘What the Ladybird Heard’ as a stimulus, and relating this to a map of our school. Use bee-bots on simple maps, programming to move and turn in different directions.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
	<p><b>The Natural World</b></p> <p>Exploring the natural world around the outdoor area.</p> <p>Describing what they see, hear and feel outside.</p>	<p><b>The Natural World</b></p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting) Nature Explorers, looking for Seasonal change in our local area</p>	<p><b>The Natural World</b></p> <p>Seasons – Winter – differences and changes over time – weather, animals and plants.</p>	<p><b>The Natural World</b></p> <p>Seasons – Spring – differences and changes over time – weather, animals and plants.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Introduce the idea of an eco system through the story ‘Yucky Worms’. Planting seeds and thinking about how plants grow</p>	<p><b>The Natural World</b></p> <p>Discuss which food comes from our farms. Children to know that milk, vegetables, wheat, meat comes from British farms.</p> <p>To name farm animals and to know and the names of their young e.g cow and calf, pig and piglet, horse and foal</p>	<p><b>The Natural World</b></p> <p>Exploring the differences between land and water.</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>



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Expressive Arts and Design	<b>Creating with Materials:</b> Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures. Build models using construction equipment.  Printing with hands, fingers and simple tools Using Autumn objects to create natural collages	<b>Creating with Materials:</b> Linking colours to festivals. Firework pictures.  Clay to create Diva Lamps Christmas Decorations Splatter painting for effect (fireworks and sparklers) Using a range of crepe paper, cellophane and tissue paper to create a collaged bonfire Colour mixing	<b>Creating with Materials:</b> Winter pictures and scenes.  Children will be encouraged to select the tools and techniques they need to assemble materials that they are using. Making paper lanterns, Chinese writing, puppet making, Chinese music and dancing Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape, treasury tags, paper clips and different sorts of glue.	<b>Creating with Materials:</b> Spring pictures.  Flower artwork.  Make different textures; make patterns using different colours  Observational drawings and then painted daffodils Pastel drawings Printing-patterns on Easter eggs, Mother's Day/Easter crafts	<b>Creating with Materials:</b> Farm pictures  Healthy Eating collages.  Junk modelling resources enhanced to include split pins, treasury tags to promote new joining techniques  Children independently mixing colours and shades to create their own artwork.	<b>Creating with Materials:</b> Summer pictures. Paper plate jellyfish. Children independently mixing shades of blue to create a sea painting Observational drawings of sea creatures  <b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</b>
	<b>Being Imaginative and Expressive:</b> Join in with familiar songs. Joins in with role play games and uses resources available for props;  Tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.	<b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Christmas songs.  Listen to music and make their own dances in response. Christmas cards and decorations  Performing the Nativity.	<b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs	<b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs  Home Corner role play	<b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs  Encourage children to create their own music.  Retelling familiar stories. Making props to support imaginative role play games	<b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Seaside/Sea songs.  <b>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</b>
	Ongoing in the provision: *Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc *Junk modelling *Creative area *Small world and natural resources *Role play *Helicopter stories					
OUR BRITISH VALUES  Assemblies PHSE Circle Times	Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating the diversity of the UK. These are not exclusive to being British and are shared by other democratic countries. <b>Mutual respect</b> - We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. <b>Mutual Tolerance</b> - 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. <b>Rule of law</b> - 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. We must work together as a team when it is necessary. <b>Individual liberty</b> - 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. <b>Democracy</b> - 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. We listen with intrigue and value and respect the opinions of others.					
Assessment	Nursery data from transition School baseline data National Reception Baseline Assessment (RBA) Little Wandle  Parent/pupil meeting – settling in.	Little Wandle Insight Tracker data updated Pupil progress meetings EYFS team meetings	Little Wandle Insight Tracker data updated Pupil progress meetings EYFS team meetings	Little Wandle Insight Tracker data updated Pupil progress meetings EYFS team meetings Parent reports	Little Wandle Insight Tracker data updated Pupil progress meetings EYFS team meetings	Little Wandle Insight Tracker data updated End of Year Data submitted Parents Evenings