



EYFS (Reception) Curriculum Overview/Long Term Plan 2022-2023

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Difference	What are our favourite celebrations each year? Why do leaves fall from trees?- Autumnal seasonal changes	What are our favourite celebrations each year? What is it like in winter?- Winter seasonal changes	What were toys like in the past? What are my favourite books? (Stories by the same author- Julia Donaldson)	What grows in Spring?-Spring seasonal changes How have I changed since I was a baby?	What do we wear in the summer? (Seaside)-Summer seasonal changes
'Wow' moments / Key Events	Transition Birthdays Community walk- Boosbeck Harvest Autumn	Remembrance Day Halloween- Pumpkin picking Diwali Guy Fawkes/Bonfire Night Nativity performance Christmas	Winter Walk- Danby Lodge trip Chinese New Year Valentines Day Shrove Tuesday/Pancake day	World Book Day Mother's Day assembly Easter Easter egg hunt/decorating craft session St George's Day	Old toys topic box loan- Kirkleatham/trip Preston Park museum visit	Whitby seaside trip Pirate Fun Day Transition World Environment Day Healthy eating week Sports Day Transition
Key books/stories	Elmer The Colour Monster Little Red Riding Hood Where the Wild Things are	Christopher Pumpkin Diwali lighting a lamp Remember Remember the Fifth of November Leaf Man Squirrel's Busy Day Stick Man The Christmas Story	Lanterns and firecrackers- a Chinese New Year Story One Winter's Day One Snowy Night Lost and Found The Great Pet Sale (EYFS Maths week) Polar Bear, Polar Bear What Can You Hear?	Dogger The Gruffalo The Smartest Giant in Town A Squash and a Squeeze The Way Back Home	Jack and the Beanstalk The Enormous Turnip The Little Red Hen Oliver's Vegetables A Seed in Need Once there were Giants When I Grow Up	The Night Pirates Tiddler The Rainbow Fish The Snail and the Whale The Life of a Plastic Bottle
Stories to enjoy	<ul style="list-style-type: none"> Extra Yarn - Mac Barnett The Tiger who came to Tea- Judith Kerr Super Duper You! - Sophy Henn Love Monster - Rachel Bright Elmer the Patchwork Elephant - David McKee 	<ul style="list-style-type: none"> Matisse's Magical Trail - Tim Hopgood Just Like Me - Vanessa Newton Pink is for Boys - Pearlman Robb 	<ul style="list-style-type: none"> Avocado Baby - John Burningham The World Around Me - Charlotte Guillain The Pout-Pout Fish - Deborah Diesen Giraffes Can't Dance - Giles Andreae 	<ul style="list-style-type: none"> Lila and the Secret of Rain - David Conway Oh the things you can think - Dr Seuss Aliens Love Underpants - Claire Freedman 	<ul style="list-style-type: none"> The Most Magnificent Thing - Ashley Spires The Story Tree: Tales to Read Aloud Book - Hugh Lupton Night Monkey, Day Monkey - Julia Donaldson Spinderella - Julia Donaldson 	<ul style="list-style-type: none"> Bad Seed - John Jorry We Are Here - Oliver Jeffers Proudest Blue - S. K. Ali



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<p>Literacy - Comprehension</p>	<p>Understand the five concepts: print has meaning, print can have different purposes, we read English text form left to right and from top to bottom, the names of the different parts of a book, page sequencing Engage in story times. (Taken from Communication & Language - Listening, attention & understanding) Join in with predictable words, phrases, and refrains Listen carefully to rhymes and songs, paying attention to how they sound. (Taken from Communication & Language - Listening, attention & understanding) Engage in non-fiction books. (Taken from Communication & Language - Listening, attention & understanding) Begin to answer simple questions about a familiar book/text orally Begin to listen to and talk about simple and topic related non-fiction books to develop a deep familiarity with new knowledge and vocabulary. (Taken from Communication & Language - Listening, attention & understanding) Understand how to listen carefully and why listening is important. (Taken from Communication & Language - Listening, attention & understanding) Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (Taken from Communication & Language - Listening, attention & understanding/Speaking) Listen to and talk about stories to build familiarity and understanding. (Taken from Communication & Language - Listening, attention & understanding) Begin to read and understand simple words (CVC) - link directly to their phonic knowledge stage of development Sequence three pictures in order from a very familiar and well-known story - beginning, middle and end Identify the main characters in a familiar story/traditional tale Begin to make simple predictions about how the story might end To be able to retell/join in with retelling a traditional tale - e.g., The Three Billy Goats Gruff, Goldilocks and the Three Bears and The Three Little Pigs.</p>	<p>Understand the five concepts: print has meaning, print can have different purposes, we read English text form left to right and from top to bottom, the names of the different parts of a book, page sequencing Engage in story times. (Taken from Communication & Language - Listening, attention & understanding) Join in with predictable words, phrases and refrains Listen carefully to rhymes and songs, paying attention to how they sound. (Taken from Communication & Language - Listening, attention & understanding) Engage in non-fiction books. (Taken from Communication & Language - Listening, attention & understanding) Begin to answer simple questions about a familiar book/text orally Begin to listen to and talk about simple and topic related non-fiction books to develop a deep familiarity with new knowledge and vocabulary. (Taken from Communication & Language - Listening, attention & understanding) Understand how to listen carefully and why listening is important. (Taken from Communication & Language - Listening, attention & understanding) Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (Taken from Communication & Language - Listening, attention & understanding/Speaking) Listen to and talk about stories to build familiarity and understanding. 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(Taken from Communication & Language - Listening, attention & understanding) Join in with and continue predictable words, phrases, and refrains Answer simple questions about a familiar book/text orally Read and understand phrases and captions - link directly to their phonic knowledge stage of development Sequence three pictures in order from a familiar story - beginning, middle and end, using narrative language to retell the story Make predictions about how the story might end and how the story might develop To be able to retell/join in with retelling some traditional tales</p>	<p>Read and understand simple phrases and sentences - based on their phonic ability Engage in extended conversations about stories, learning new vocabulary Listen to and talk about simple and topic related non-fiction books to develop a deep familiarity with new knowledge and vocabulary. (Taken from Communication & Language - Listening, attention & understanding) Join in with and continue predictable words, phrases, and refrains Answer simple questions about a familiar book/text orally Read and understand phrases and captions - link directly to their phonic knowledge stage of development Sequence three pictures in order from a familiar story - beginning, middle and end, using narrative language to retell the story Make predictions about how the story might end and how the story might develop To be able to retell/join in with retelling some traditional tales</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Engage in extended conversations about stories, demonstrating the correct use of new vocabulary and demonstrating their understanding by using the new vocabulary in the correct context and in conversation Retell a familiar story/traditional tale and include repeated words, phrases and refrains correctly Answer simple questions about a familiar book/text in shared or independent writing Sequence four/five pictures in order - beginning, middle and end, using narrative language and new vocabulary to retell the story Make detailed predictions about how the story might end, develop, and anticipate key events within the story</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Engage in extended conversations about stories, demonstrating the correct use of new vocabulary and demonstrating their understanding by using the new vocabulary in the correct context and in conversation Retell a familiar story/traditional tale and include repeated words, phrases and refrains correctly Answer simple questions about a familiar book/text in shared or independent writing Sequence four/five pictures in order - beginning, middle and end, using narrative language and new vocabulary to retell the story Make detailed predictions about how the story might end, develop, and anticipate key events within the story</p>
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<p>Literacy - Word Reading</p>	<p>Understand the five concepts: print has meaning, print can have different purposes, we read English text form left to right and from top to bottom, the names of the different parts of a book, page sequencing. Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother. Read individual letters by saying the sounds for them - m a s d t I n p g o c k u b f e l h r j v w x y z Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Set 1 single letter sounds).</p>	<p>Understand the five concepts: print has meaning, print can have different purposes, we read English text form left to right and from top to bottom, the names of the different parts of a book, page sequencing. Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother. Read individual letters by saying the sounds for them - m a s d t I n p g o c k u b f e l h r j v w x y z Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Set 1 single letter sounds).</p>	<p>Read Set 1 special friends sh ch th ng nk qu Begin to read some words which contain Set 1 special friends sh ch th ng nk qu Build speed of reading words containing Set 1 sounds Have a secure blending of CVC words Read short Ditty sheets and red story books- matched to our Read write inc programme Read some common exception words matched to our Read write inc programme.</p>	<p>Read Set 1 special friends sh ch th ng nk qu Begin to read some words which contain Set 1 special friends sh ch th ng nk qu Build speed of reading words containing Set 1 sounds Have a secure blending of CVC words Read short Ditty sheets and red story books- matched to our Read write inc programme Read some common exception words matched to our Read write inc programme.</p>	<p>Re read what they have written to check that it makes sense. Begin to read Set 2 sounds ay ee igh oo oo ar or air ou oy Begin to read some words containing these Set 2 sounds Confidently read words containing Set 1 sounds building fluency Read green or purple storybooks- matched to our Read write inc programme Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read common exception words matched to our Read write inc programme.</p>	<p>Re read what they have written to check that it makes sense. Begin to read Set 2 sounds ay ee igh oo oo ar or air ou oy Begin to read some words containing these Set 2 sounds Confidently read words containing Set 1 sounds building fluency Read green or purple storybooks- matched to our Read write inc programme Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read common exception words matched to our Read write inc programme.</p>
<p>Literacy - Writing</p>	<p>Write some letters from their name from memory. Begin to form lower-case letters correctly as they learn them. Begin to Write CVC words with support by segmenting the sounds and then writing the sound with letter/s. Begin to represent some sounds correctly in their writing e.g initial sounds.</p>	<p>Write some letters from their name from memory. Begin to form lower-case letters correctly as they learn them. Begin to Write CVC words with support by segmenting the sounds and then writing the sound with letter/s. Begin to represent some sounds correctly in their writing e.g initial sounds.</p>	<p>Copy write full name and begin to write it from memory (forming letters correctly including capitals). Form some lower-case letters accurately Developing writing CVC words To begin to write captions and phrases To be able to write first name accurately.</p>	<p>Copy write full name and begin to write it from memory (forming letters correctly including capitals). Form some lower-case letters accurately Developing writing CVC words To begin to write captions and phrases To be able to write first name accurately.</p>	<p>Write full name accurately including capital letters Form recognisable letters, most of which are correctly formed (sequence of movement and orientation) Write CVC words with more confidence, by segmenting the sounds and then writing the sound with letter/s Compose a sentence orally and hold it, remembering what they are going to write. Write short sentences with words with known sound-letter correspondences. Re-read writing to check that it makes sense.</p>	<p>Write full name accurately including capital letters Form recognisable letters, most of which are correctly formed (sequence of movement and orientation) Write CVC words with more confidence, by segmenting the sounds and then writing the sound with letter/s Compose a sentence orally and hold it, remembering what they are going to write. Write short sentences with words with known sound-letter correspondences. Re-read writing to check that it makes sense.</p>



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<p>Communication and Language</p>	<p>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions (NELI) and assemblies.</p>					
	<p><u>Listening, attention and understanding</u></p> <p>Able to attend to simple stories and display an increasing ability to listen. Able to engage in rhyming activities. Is beginning to understand and respond to questions with increasing accuracy (what, why, where, when, who and how). Responds to two and progressively multiple step instructions. Able to talk 'with' and not just 'to' a peer. Respond to questions from an adult as part of a conversation.</p> <p><u>Speaking</u></p> <p>Look at and listen carefully to the person they are speaking to. Begin to learn new vocabulary. Wait for their turn to speak and respond appropriately. Speak in a full sentence. Begin to develop their own narratives (tell their own stories/versions of a story) and explanations by connecting events. Begin to connect one idea or action to another using a range of connectives - and then. Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen - think out loud how to work things out. Learn rhymes, poems, and songs.</p> <p><u>Nursery rhyme focus</u> The Queen of Hearts Jack and Jill</p>	<p><u>Listening, attention and understanding</u></p> <p>Able to attend to simple stories and display an increasing ability to listen. Able to engage in rhyming activities. Is beginning to understand and respond to questions with increasing accuracy (what, why, where, when, who and how). Responds to two and progressively multiple step instructions. Able to talk 'with' and not just 'to' a peer. Respond to questions from an adult as part of a conversation.</p> <p><u>Speaking</u></p> <p>Look at and listen carefully to the person they are speaking to. Begin to learn new vocabulary. Wait for their turn to speak and respond appropriately. Speak in a full sentence. Begin to develop their own narratives (tell their own stories/versions of a story) and explanations by connecting events. Begin to connect one idea or action to another using a range of connectives - and then. Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen - think out loud how to work things out. Learn rhymes, poems, and songs.</p> <p><u>Nursery rhyme focus</u> Doctor Foster Hey diddle diddle</p>	<p><u>Listening, attention and understanding</u></p> <p>Able to attend and engage in story sessions for at least fifteen minutes. Able to engage in rhyming activities and display an increasing knowledge and awareness of rhyme. Able to recall simple stories and develop comprehension of story events. Able to listen attentively and talk about the content of non-fiction books, deepening knowledge and vocabulary. Able to talk 'with' and not just 'to' a peer - asking questions to continue a conversation thread.</p> <p><u>Speaking</u></p> <p>Uses newly taught vocabulary in context. Connect one idea or action to another using a range of connectives - and then, but that. Describe events in some detail. Articulate their ideas and thoughts in sentences- use complete sentences in their everyday talk. Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen - encourage children to talk about their problem together and come up with ideas for how to solve it. Use social phrases without prompting. Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems, and songs.</p> <p><u>Nursery rhyme focus</u> Old Macdonald</p>	<p><u>Listening, attention and understanding</u></p> <p>Able to attend and engage in story sessions for at least fifteen minutes. Able to engage in rhyming activities and display an increasing knowledge and awareness of rhyme. Able to recall simple stories and develop comprehension of story events. Able to listen attentively and talk about the content of non-fiction books, deepening knowledge and vocabulary. Able to talk 'with' and not just 'to' a peer - asking questions to continue a conversation thread.</p> <p><u>Speaking</u></p> <p>Uses newly taught vocabulary in context. Connect one idea or action to another using a range of connectives - and then, but that. Describe events in some detail. Articulate their ideas and thoughts in sentences- use complete sentences in their everyday talk. Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen - encourage children to talk about their problem together and come up with ideas for how to solve it. Use social phrases without prompting. Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems, and songs.</p> <p><u>Nursery rhyme focus</u> Mary Mary quite contrary Mary had a little lamb</p>	<p><u>Listening, attention and understanding</u></p> <p>Able to listen attentively, for a sustained period, when being read to, during whole class discussions and during small group interactions. Able to listen attentively to both fiction and non-fiction books. Able to respond to what they hear by asking relevant questions, comments and or actions. Able to generate and ask questions to clarify understanding. Able to engage actively in conversation by contributing effectively in back and forth oral exchanges with a range of familiar adults and peers.</p> <p><u>Speaking</u></p> <p>Confidently and frequently join in with small groups, class, and one-to-one discussions, offering their own ideas in a clear and audible voice. Demonstrate some use of their newly learnt vocabulary without being prompted to join in by an adult. Independently offer some explanations in a wide range of situations for why things might happen, making use of some recently introduced vocabulary. Offer explanations for why things might happen, making use of some introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. Confidently describe events in detail and the correct chronological order. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen. Can appropriately verbally disagree without being upset. Learn rhymes, poems, and songs.</p> <p><u>Nursery rhyme focus</u> Little Miss Muffet</p>	<p><u>Listening, attention and understanding</u></p> <p>Able to listen attentively, for a sustained period, when being read to, during whole class discussions and during small group interactions. Able to listen attentively to both fiction and non-fiction books. Able to respond to what they hear by asking relevant questions, comments and or actions. Able to generate and ask questions to clarify understanding. Able to engage actively in conversation by contributing effectively in back and forth oral exchanges with a range of familiar adults and peers.</p> <p><u>Speaking</u></p> <p>Confidently and frequently join in with small groups, class and one-to-one discussions, offering their own ideas in a clear and audible voice. Demonstrate some use of their newly learnt vocabulary without being prompted to join in by an adult. Independently offer some explanations in a wide range of situations for why things might happen, making use of some recently introduced vocabulary. Offer explanations for why things might happen, making use of some introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. Confidently describe events in detail and the correct chronological order. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen. Can appropriately verbally disagree without being upset. Learn rhymes, poems, and songs.</p> <p><u>Nursery rhyme focus</u> Sing a song of sixpence</p>



EYFS (Reception) Curriculum Overview/Long Term Plan 2022-2023

<p>Physical Development</p>	<p>Gross motor skills Explore the fundamental movement skills of rolling, walking, running, and skipping, crawling, jumping, hopping, and climbing. Explore a range of equipment and use it appropriately and safely. Respond to the instruction "To Stop" when playing games Be aware of people around them Work together safely to move equipment safely such as planks, crates, and large blocks outside Being able to make large muscle movements with control. Confidently use a range of large apparatus indoors and outside, alone and in a group Explore a range of ball skills including throwing, catching, kicking, passing, batting, and aiming Use their core muscle strength to achieve good posture when sitting at a table or on the floor.</p>	<p>Gross motor skills Explore the fundamental movement skills of rolling, walking, running, and skipping, crawling, jumping, hopping, and climbing. Explore a range of equipment and use it appropriately and safely. Respond to the instruction "To Stop" when playing games Be aware of people around them Work together safely to move equipment safely such as planks, crates, and large blocks outside Being able to make large muscle movements with control. Confidently use a range of large apparatus indoors and outside, alone and in a group Explore a range of ball skills including throwing, catching, kicking, passing, batting, and aiming Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.</p>	<p>Gross motor skills Revise the fundamental movement skills of rolling, walking, running, and skipping, crawling, jumping, hopping and climbing. To be able to throw and catch a large ball. Progress towards a more fluent style of moving with developing control. Confidently use a range of large and small apparatus indoors and outside, alone and in a group Beginning to develop an overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, and sport Develop a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Gross motor skills Revise the fundamental movement skills of rolling, walking, running, and skipping, crawling, jumping, hopping and climbing. To be able to throw and catch a large ball. Progress towards a more fluent style of moving with developing control. Confidently use a range of large and small apparatus indoors and outside, alone and in a group Beginning to develop an overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, and sport Develop a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Gross motor skills Refine the fundamental movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing Choose and use the most appropriate equipment for a game or task Be able to play a game, understanding simple rules in pairs or small groups Combine different movements with ease and fluency Continue to develop an overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics & sport Refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p>	<p>Gross motor skills Refine the fundamental movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing Choose and use the most appropriate equipment for a game or task Be able to play a game, understanding simple rules in pairs or small groups Combine different movements with ease and fluency Continue to develop an overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics & sport Refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p>
	<p>Fine motor skills Draw lines and circles using anti-clockwise movements. Write their name. Make snips with scissors. Use a fork and spoon to eat with and begin to use a knife. Put on their own coat and fasten their zip. Dress with help. Become more independent in managing their own hygiene needs such as going to the toilet, washing hands etc. Remain dry and clean throughout the day.</p>	<p>Fine motor skills Draw lines and circles using anti-clockwise movements. Write their name. Make snips with scissors. Use a fork and spoon to eat with and begin to use a knife. Put on their own coat and fasten their zip. Dress with help. Become more independent in managing their own hygiene needs such as going to the toilet, washing hands etc. Remain dry and clean throughout the day.</p>	<p>Fine motor skills Begin to use a range of tools with more accuracy e.g., pencils, paintbrushes, scissors, tweezers Beginning to use a dominant hand. Begin to draw recognisable pictures. Begin to use a knife to cut their food. Confidently and safely use large and small apparatus outside. Write their names forming the letters correctly. Form recognisable letters. Dress themselves including fastening zips and beginning to fasten buttons. Go to the toilet independently and wash their hands.</p>	<p>Fine motor skills Begin to use a range of tools with more accuracy e.g., pencils, paintbrushes, scissors, tweezers Beginning to use a dominant hand. Begin to draw recognisable pictures. Begin to use a knife to cut their food. Confidently and safely use large and small apparatus outside. Write their names forming the letters correctly. Form recognisable letters. Dress themselves including fastening zips and beginning to fasten buttons. Go to the toilet independently and wash their hands.</p>	<p>Fine motor skills Hold a pencil effectively and with good control- using the tripod grip in almost all cases. Hold a pencil close to the point. Have a preference for a dominant hand, consistently. Form recognisable letters, most of which are correctly formed. Use scissors correctly to cut around a picture along the lines. Use paint brushes with control to paint recognisable pictures. Uses cutlery effectively including cutting their food with a knife and fork. Show more accuracy and care when drawing. Draw recognisable pictures with more details e.g., a person should have a head, body, arms and legs from the body, eyes, nose, mouth, hair etc.</p>	<p>Fine motor skills Hold a pencil effectively and with good control- using the tripod grip in almost all cases. Hold a pencil close to the point. Have a preference for a dominant hand, consistently. Form recognisable letters, most of which are correctly formed. Use scissors correctly to cut around a picture along the lines. Use paint brushes with control to paint recognisable pictures. Uses cutlery effectively including cutting their food with a knife and fork. Show more accuracy and care when drawing. Draw recognisable pictures with more details e.g., a person should have a head, body, arms and legs from the body, eyes, nose, mouth, hair etc.</p>



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<p>Self regulation To be able to approach an adult if they feel upset about something, seek emotional support for themselves. To be able to put their hand up and not shout out when wanting to contribute. To approach adults in an appropriate way when intervention or attention is wanted. To wait for their turn for resources and not just physically remove them To know the teacher's cue for attention and follow the expectations associated with this. This may be ensuring that all children have focused attention by removing everything from their hands and turning their eyes to the teacher before teacher continues. Give reminders where needed. Follow simple one step instructions e.g., time to tidy your area.</p> <p>Managing self Be able to separate from their main carer happily and come into school independently. Can take coat on and off and hang it up on their own peg. Learn and follow the school rules in different contexts (lunchtime, outdoors, in the classroom). Use appropriate manners to ask a teacher to go to the toilet, or when asking for help with clothing (putting on gloves, shoes etc). Communicate to an adult if they have had an accident/soiled themselves and ask for help to change.</p> <p>Building relationships Can work alongside peers, sometimes interacting but consumed in own agenda In unstructured times such as break and lunch can interact with peers, but this is based on their wants and needs rather than friendships, this makes peer group fluid Can separate from an adult when entering school without distress Has at least one friend whom they chose to play alongside To be able to approach an adult if they feel upset about something, seek emotional support for themselves. To be able to put their hand up and not shout out when wanting to contribute. To approach adults in an appropriate way when intervention or attention is wanted</p>	<p>Self regulation To be able to approach an adult if they feel upset about something, seek emotional support for themselves. To be able to put their hand up and not shout out when wanting to contribute. To approach adults in an appropriate way when intervention or attention is wanted. To wait for their turn for resources and not just physically remove them To know the teacher's cue for attention and follow the expectations associated with this. This may be ensuring that all children have focused attention by removing everything from their hands and turning their eyes to the teacher before teacher continues. Give reminders where needed. Follow simple one step instructions e.g., time to tidy your area.</p> <p>Managing self Be able to separate from their main carer happily and come into school independently. Can take coat on and off and hang it up on their own peg. Learn and follow the school rules in different contexts (lunchtime, outdoors, in the classroom). Use appropriate manners to ask a teacher to go to the toilet, or when asking for help with clothing (putting on gloves, shoes etc). Communicate to an adult if they have had an accident/soiled themselves and ask for help to change.</p> <p>Building relationships Can work alongside peers, sometimes interacting but consumed in own agenda In unstructured times such as break and lunch can interact with peers, but this is based on their wants and needs rather than friendships, this makes peer group fluid Can separate from an adult when entering school without distress Has at least one friend whom they chose to play alongside To be able to approach an adult if they feel upset about something, seek emotional support for themselves. To be able to put their hand up and not shout out when wanting to contribute. To approach adults in an appropriate way when intervention or attention is wanted.</p>	<p>Self regulation To be aware of emotional support requirements for others and begin to understand the effect that they can have on others' emotions To start to listen to other children or groups and wait to have their turn to speak To start initiating and negotiating with regard to sharing with their peers, modelled by adults if necessary To follow the cue for attention and follow the expectations associated with this. This would mean that fewer reminders are given, and once instructions are finished they will be aware of the basic routines associated with transitions and follow these with fewer prompts. Follow simple two step instructions.</p> <p>Managing self Open to trying new activities and giving new experiences a go. Will try again if they don't succeed the first time. Understand why we need rules and how they help to keep us safe. Can relay rules to others. Get changed for PE mostly independently (with some support fastening buttons or putting socks on) including fastening Velcro shoes.</p> <p>Building relationships Can work with another child to complete a task, whether child led, or adult directed direction needed from an adult In unstructured times such as break, and lunch can interact with friends sometimes leading the play but also coping when the play is led by other children. Adults are sometimes needed to resolve conflict issues Will happily work with the adults familiar to them in the setting to complete tasks. Has a friendship group within the setting but is able to work with other children outside of this group when directed. To be aware of emotional support requirements for others and begin to understand the effect that they can have on others' emotions To start to listen to other children or groups and wait to have their turn to speak. To start initiating and negotiating with regard to sharing with their peers,</p>	<p>Self regulation To be aware of emotional support requirements for others and begin to understand the effect that they can have on others' emotions To start to listen to other children or groups and wait to have their turn to speak To start initiating and negotiating with regard to sharing with their peers, modelled by adults if necessary To follow the cue for attention and follow the expectations associated with this. This would mean that fewer reminders are given, and once instructions are finished they will be aware of the basic routines associated with transitions and follow these with fewer prompts. Follow simple two step instructions.</p> <p>Managing self Open to trying new activities and giving new experiences a go. Will try again if they don't succeed the first time. Understand why we need rules and how they help to keep us safe. Can relay rules to others. Get changed for PE mostly independently (with some support fastening buttons or putting socks on) including fastening Velcro shoes.</p> <p>Building relationships Can work with another child to complete a task, whether child led, or adult directed direction needed from an adult In unstructured times such as break, and lunch can interact with friends sometimes leading the play but also coping when the play is led by other children. Adults are sometimes needed to resolve conflict issues Will happily work with the adults familiar to them in the setting to complete tasks. Has a friendship group within the setting but is able to work with other children outside of this group when directed. To be aware of emotional support requirements for others and begin to understand the effect that they can have on others' emotions To start to listen to other children or groups and wait to have their turn to speak. To start initiating and negotiating with regard to sharing with their peers, modelled by adults if necessary.</p>	<p>Self regulation Regulate own behaviours in order to find solutions to conflicts and rivalries To be able to read the contexts and conversation cues to be able to decide when to interrupt or to seek support from elsewhere To be able to regulate themselves to wait until what they want is available To be able to complete a task that they may set for themselves and to know when it is 'finished' before moving on To follow the cue for attention and follow the expectations associated with this. This would mean that when instructions are finished, they are followed as part of basic school expectations. Follow instructions involving several ideas e.g., time to tidy your area, get the whiteboard and pen and come to the carpet.</p> <p>Managing self Maintain focus for a longer period of time, not be afraid to alter their approach to something to be able to succeed (e.g. choosing different equipment to build a tower or a bridge). Notice and observe if they or others break the rules and understand there will be a consequence for their actions. Can say what they have done wrong and why. Can begin to suggest what they need to do to put things right. Regulate own behaviours in order to find solutions to conflicts and rivalries Show an understanding of why exercise is important, why we need to warm up and why we need healthy food for energy and to keep our bodies healthy. To be able to compare two items of food and explain why one is better than the other for our bodies.</p> <p>Building relationships Can work with another child to complete a task, whether child led, or adult directed with little direction needed from an adult In unstructured times such as breaks and lunches can play alongside others cooperating, taking turns and can solve conflict if arises. Will initiate and respond to conversations from unfamiliar adults within school and is able to show them something that they are proud of and explain why Has a friendship group within the setting but sometimes chooses to work alongside others and then reintegrate without conflicts Regulate own behaviours in order to find solutions to conflicts and rivalries</p>	<p>Self regulation Regulate own behaviours in order to find solutions to conflicts and rivalries To be able to read the contexts and conversation cues to be able to decide when to interrupt or to seek support from elsewhere To be able to regulate themselves to wait until what they want is available To be able to complete a task that they may set for themselves and to know when it is 'finished' before moving on To follow the cue for attention and follow the expectations associated with this. This would mean that when instructions are finished, they are followed as part of basic school expectations. Follow instructions involving several ideas e.g., time to tidy your area, get the whiteboard and pen and come to the carpet.</p> <p>Managing self Maintain focus for a longer period of time, not be afraid to alter their approach to something to be able to succeed (e.g. choosing different equipment to build a tower or a bridge). Notice and observe if they or others break the rules and understand there will be a consequence for their actions. Can say what they have done wrong and why. Can begin to suggest what they need to do to put things right. Regulate own behaviours in order to find solutions to conflicts and rivalries Show an understanding of why exercise is important, why we need to warm up and why we need healthy food for energy and to keep our bodies healthy. To be able to compare two items of food and explain why one is better than the other for our bodies.</p> <p>Building relationships Can work with another child to complete a task, whether child led, or adult directed with little direction needed from an adult In unstructured times such as breaks and lunches can play alongside others cooperating, taking turns and can solve conflict if arises. Will initiate and respond to conversations from unfamiliar adults within school and is able to show them something that they are proud of and explain why Has a friendship group within the setting but sometimes chooses to work alongside others and then reintegrate without conflicts Regulate own behaviours in order to find solutions to conflicts and rivalries To be able to read the contexts and</p>
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EYFS (Reception) Curriculum Overview/Long Term Plan 2022-2023

		modelled by adults if necessary.		To be able to read the contexts and conversation cues to be able to decide when to interrupt or to seek support from elsewhere To be able to regulate themselves to wait until what they want is available.	conversation cues to be able to decide when to interrupt or to seek support from elsewhere To be able to regulate themselves to wait until what they want is available.	
	<p>JIGSAW: Being Me in My World Piece 1 - Who...Me? Piece 2 - How Am I Feeling Today? Piece 3 - Being at School Piece 4 - Gentle Hands Piece 5 - Our Rights Piece 6 - Our Responsibilities</p>	<p>JIGSAW: Celebrating Differences Piece 1 - What I Am Good At Piece 2 - I'm Special, I'm Me! Piece 3 - Families Piece 4 - Houses and Homes Piece 5 - Making Friends Piece 6 - Standing Up For Yourself</p>	<p>JIGSAW: Dreams and Goals Piece 1 - Challenge Piece 2 - Never Giving Up Piece 3 - Setting a Goal Piece 4 - Obstacles and Support Piece 5 - Flight to the Future Piece 6 - Award Ceremony</p>	<p>JIGSAW: Healthy Me Piece 1 - Everybody's Body! Piece 2 - We Like to Move It, Move it! Piece 3 - Food Glorious Food Piece 4 - Sweet Dreams Piece 5 - Keeping Clean Piece 6 - Stranger Danger</p>	<p>JIGSAW: Relationships Piece 1 - My Family and Me! Piece 2 - Make Friends, Never Ever Break Friends! Part 1 Piece 3 - Make Friends, Never Ever Break Friends! Part 2 Piece 4 - Falling Out and Bullying Part 1 Piece 5 - Falling Out and Bullying Part 2 Piece 6 - Being the Best Friend We Can Be</p>	<p>JIGSAW: Changing Me Piece 1 - My Body Piece 2 - Respecting My Body Piece 3 - Growing Up Piece 4 - Fun and Fears Piece 5 - Fun and Fears Piece 6 - Celebration</p>
Mathematics	<p><u>Number</u> Recognise and name numbers 0 to 5 - when not in order Counting, 1:1 correspondence to 5 - how many? Counting, 1:1 correspondence to 5 - give me? Know that anything can be counted (to 5) claps, drum beats... Count an irregular arrangement to 5 Understand that zero means nothing Match numeral to quantity to 5 - concrete and visual Display a deep understanding of the composition of numbers to 5 Solve addition and subtraction calculations to 5 - practically and visually Find 1 more and 1 less numbers to 5 - using concrete and number line Addition facts to 5 (fingers to help) Subtraction facts to 5 (fingers to help) Number bonds to 2, 3 and 4 (using concrete aids to help) Subitise to 5 - dots on a die, numicom piece, ten-frame,</p>	<p><u>Number</u> Recognise and name numbers 0 to 5 - when not in order Counting, 1:1 correspondence to 5 - how many? Counting, 1:1 correspondence to 5 - give me? Know that anything can be counted (to 5) claps, drum beats... Count an irregular arrangement to 5 Understand that zero means nothing Match numeral to quantity to 5 - concrete and visual Display a deep understanding of the composition of numbers to 5 Solve addition and subtraction calculations to 5 - practically and visually Find 1 more and 1 less numbers to 5 - using concrete and number line Addition facts to 5 (fingers to help) Subtraction facts to 5 (fingers to help) Number bonds to 2, 3 and 4 (using concrete aids to help) Subitise to 5 - dots on a die, numicom piece, ten-frame,</p>	<p><u>Number</u> Recognise and read numbers to 7 including when not in order with the aid of a number line, picture clues Accurate 1:1 correspondence concrete, visual to 7 Know that anything can be counted eg. claps, drum beats... to 7 Count an irregular arrangement to 7 Match numeral to quantity to 7 Display a deep understanding of the composition of numbers to 7 e.g make 7 in different ways (with concrete aids) Becoming more confident with the part whole model for numbers to 7 Solve addition and subtraction calculations to 10 practically and visually Find 1 more and 1 less using numbers to 7 - compare using manipulatives and number lines (links to 'Number Patterns - compare quantities up to 10) Quick mental recall - addition facts to 7 (fingers to help) Quick mental recall - subtraction facts within 7 (fingers to help) Number bonds to 5, 6 and 7(using concrete aids to help)</p>	<p><u>Number</u> Recognise and read numbers to 7 including when not in order with the aid of a number line, picture clues Accurate 1:1 correspondence concrete, visual to 7 Know that anything can be counted eg. claps, drum beats... to 7 Count an irregular arrangement to 7 Match numeral to quantity to 7 Display a deep understanding of the composition of numbers to 7 e.g make 7 in different ways (with concrete aids) Becoming more confident with the part whole model for numbers to 7 Solve addition and subtraction calculations to 10 practically and visually Find 1 more and 1 less using numbers to 7 - compare using manipulatives and number lines (links to 'Number Patterns - compare quantities up to 10) Quick mental recall - addition facts to 7 (fingers to help) Quick mental recall - subtraction facts within 7 (fingers to help) Number bonds to 5, 6 and 7(using concrete aids to help)</p>	<p><u>Number</u> Recognise and read numbers to 10 - including when not in order and show that they understand the relationship between them Display a deep understanding of the composition of numbers to 10, (e.g. make 10 in different ways and combinations using manipulatives/objects) Display accurate 1:1 correspondence to 10 using concrete apparatus - then visually Confidently count to 10 Subitise to 10 (through the use of patterns such as numicom, ten frame, bar model)) Match numeral to quantity up to 10 - inc. out of sequence To understand 1 more and 1 less for numbers to 10 Mentally recall number bonds to 5 without apparatus and to 10 (with apparatus if needed) Calculate addition bonds and subtraction facts to/within 10 using apparatus and/or number line if needed (ie. by using 2 sets of objects) - link to 1:L1 correspondence</p>	<p><u>Number</u> Recognise and read numbers to 10 - including when not in order and show that they understand the relationship between them Display a deep understanding of the composition of numbers to 10, (e.g. make 10 in different ways and combinations using manipulatives/objects) Display accurate 1:1 correspondence to 10 using concrete apparatus - then visually Confidently count to 10 Subitise to 10 (through the use of patterns such as numicom, ten frame, bar model)) Match numeral to quantity up to 10 - inc. out of sequence To understand 1 more and 1 less for numbers to 10 Mentally recall number bonds to 5 without apparatus and to 10 (with apparatus if needed) Calculate addition bonds and subtraction facts to/within 10 using apparatus and/or number line if needed (ie. by using 2 sets of objects) - link to 1:L1 correspondence</p>



EYFS (Reception) Curriculum Overview/Long Term Plan 2022-2023

	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Numerical patterns Count by rote forwards and backwards to 10 - visual aid (counting children, counting objects in areas) Hold fingers up correctly for each number to 10 Count on and back in 1s from any number to 10 - visual aid and fingers Know by heart the number before and after numbers to 5 Chant rhymes involving numbers</p> <p>Number rhyme focus One man went to mow</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Numerical patterns Count by rote forwards and backwards to 10 - visual aid (counting children, counting objects in areas) Hold fingers up correctly for each number to 10 Count on and back in 1s from any number to 10 - visual aid and fingers Know by heart the number before and after numbers to 5 Chant rhymes involving numbers</p> <p>Number rhyme focus This old man</p>	<p>Know that addition and subtraction are related Subitise to 5 - dots on a die, numicom piece, ten-frame, cubes, etc.</p> <p>Numerical patterns Count in 1s forwards to 20 and beyond - visual aid Count forwards in 1s from any number (to 20) - visual aid Count back in 1s from 20- visual aid Say the number before and after to 10 - visual aid. Compare a variety of quantities up to 5 recognising more/greater than, fewer/less than and the same as Understand and use the vocabulary more, most, greater than, fewer, less than and equals, the same as with quantities up to 5.</p> <p>Number rhyme focus Ten green bottles</p>	<p>Know that addition and subtraction are related Subitise to 5 - dots on a die, numicom piece, ten-frame, cubes, etc.</p> <p>Numerical patterns Count in 1s forwards to 20 and beyond - visual aid Count forwards in 1s from any number (to 20) - visual aid Count back in 1s from 20- visual aid Say the number before and after to 10 - visual aid. Compare a variety of quantities up to 5 recognising more/greater than, fewer/less than and the same as Understand and use the vocabulary more, most, greater than, fewer, less than and equals, the same as with quantities up to 5.</p> <p>Number rhyme focus Ten fat sausages</p>	<p>Know that addition and subtraction are related Mentally, quickly recall all doubles to 5 (ie. double 1, 2, 3, 4, 5) Mentally, quickly recall half of 2,4,6, 8, and 10 Half of numbers 2,4,6, 8, and 10 concrete aid Doubles to 5 (double 1, 2, 3, 4, 5) concrete aid or fingers Subitise to 5 - dots on a dice, numicom piece, ten-frame, pebbles, etc, Know that = means must balance is worth the same as Solve addition and subtraction calculations when = is presented in different place (eg. 10 = 7+3)</p> <p>Numerical patterns Count by rote from 0 forwards to 20 and beyond Count by rote forwards in 1s from any number to 20 and beyond Compare and order a variety of quantities up to 10 recognising greater than, less than and the same as in practical context (inc.quantities) Understand and use the vocabulary more, most, greater than, fewer, less than and equals, the same as with quantities up to 10 Recognition of odd and even numbers to 10 represented by structures e.g dots, even numbers always have a partner/pairs (made visible) Explore odd and even numbers to 10 (represented by structures) recognising and discussing the patterns e.g odd numbers there's always one left out and even numbers always have a partner.</p> <p>Number rhyme focus 1 2 buckle my shoes</p>	<p>Know that addition and subtraction are related Mentally, quickly recall all doubles to 5 (ie. double 1, 2, 3, 4, 5) Mentally, quickly recall half of 2,4,6, 8, and 10 Half of numbers 2,4,6, 8, and 10 concrete aid Doubles to 5 (double 1, 2, 3, 4, 5) concrete aid or fingers Subitise to 5 - dots on a dice, numicom piece, ten-frame, pebbles, etc, Know that = means must balance is worth the same as Solve addition and subtraction calculations when = is presented in different place (eg. 10 = 7+3)</p> <p>Numerical patterns Count by rote from 0 forwards to 20 and beyond Count by rote forwards in 1s from any number to 20 and beyond Compare and order a variety of quantities up to 10 recognising greater than, less than and the same as in practical context (inc.quantities) Understand and use the vocabulary more, most, greater than, fewer, less than and equals, the same as with quantities up to 10 Recognition of odd and even numbers to 10 represented by structures e.g dots, even numbers always have a partner/pairs (made visible) Explore odd and even numbers to 10 (represented by structures) recognising and discussing the patterns e.g odd numbers there's always one left out and even numbers always have a partner.</p> <p>Number rhyme focus Recap all Reception number rhymes</p>
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<p>Understanding the world</p>	<p>Past and present To look at a personal family photograph of a familiar event (birthday, Christmas, school start) including themselves and describe the situation it shows Talk about members of their immediate family and community: Children share and discuss pictures of their family and listen to other members of the class. To understand and talk about being similar and different to each other. Children begin to develop positive attitudes about the differences between people. To know about some key events that happen in the autumn term, e.g., Remembrance Day, bonfire night or other topical events and where they</p>	<p>Past and present To look at a personal family photograph of a familiar event (birthday, Christmas, school start) including themselves and describe the situation it shows Talk about members of their immediate family and community: Children share and discuss pictures of their family and listen to other members of the class. To understand and talk about being similar and different to each other. Children begin to develop positive attitudes about the differences between people. To know about some key events that happen in the autumn term, e.g., Remembrance Day, bonfire night or other topical events and where they</p>	<p>Past and present Begin to make sense of their own life story and family's history: Children can retell what their parents told them about their life story and family history in brief. Look at a childhood photograph from a parent's familiar event (birthday, Christmas, school start) - what is the same what is different to their own Children know that some things stay the same and some things change as we grow up.</p>	<p>Past and present Begin to make sense of their own life story and family's history: Children can retell what their parents told them about their life story and family history in brief. Look at a childhood photograph from a parent's familiar event (birthday, Christmas, school start) - what is the same what is different to their own Children know that some things stay the same and some things change as we grow up.</p>	<p>Past and present Children are able to compare the present and the past, drawing on the knowledge they have established in the classroom as well as their own personal experiences -e.g. comparing toys now and then. To share stories from the past- then and now past and present.</p>	<p>Past and present Children are able to compare the present and the past, drawing on the knowledge they have established in the classroom as well as their own personal experiences - e.g. comparing toys now and then. To share stories from the past- then and now past and present.</p>
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EYFS (Reception) Curriculum Overview/Long Term Plan 2022-2023

	<p>come from. Children further develop their knowledge of key roles in society such as Doctors, Nurses, Police Offices etc., and extend this to encompass our own personal responsibility -i.e., what we can all do to help society (recycling, saving energy, etc.).</p>	<p>come from. Children further develop their knowledge of key roles in society such as Doctors, Nurses, Police Offices etc., and extend this to encompass our own personal responsibility -i.e., what we can all do to help society (recycling, saving energy, etc.).</p>				
<p>People, Culture and Communities</p> <p>Children are able to describe their immediate environment and are able to use new vocabulary where appropriate and draw their version of the immediate environment Children begin to develop an understanding of different religious occasions from around the world. - i.e. Diwali and Christmas For the children to investigate our local area/community To know about some key events that happen in the autumn term, e.g. Remembrance Day, Bonfire night etc.</p>	<p>People, Culture and Communities</p> <p>Children are able to describe their immediate environment and are able to use new vocabulary where appropriate and draw their version of the immediate environment Children begin to develop an understanding of different religious occasions from around the world. - i.e. Diwali and Christmas For the children to investigate our local area/community To know about some key events that happen in the autumn term, e.g. Remembrance Day, Bonfire night etc.</p>	<p>People, Culture and Communities</p> <p>Develop their knowledge of the celebration of special times from around the world and where these take place locally, including the buildings- children engage further with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year - i.e. Chinese New Year, Pancake Day, and The Easter Story. Children can talk about the similarities differences they notice between people across different communities/ family groups.</p>	<p>People, Culture and Communities</p> <p>Develop their knowledge of the celebration of special times from around the world and where these take place locally, including the buildings- children engage further with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year - i.e. Chinese New Year, Pancake Day, and The Easter Story. Children can talk about the similarities differences they notice between people across different communities/ family groups.</p>	<p>People, Culture and Communities</p> <p>Name places of local importance to the community, drawing on their own experiences where possible. Children can talk about the features of the places that they are familiar with and can begin to describe how they are different to other places. Children are able to utilise the vocabulary needed to describe the people, places and communities they are discussing.</p>	<p>People, Culture and Communities</p> <p>Name places of local importance to the community, drawing on their own experiences where possible. Children can talk about the features of the places that they are familiar with and can begin to describe how they are different to other places. Children are able to utilise the vocabulary needed to describe the people, places and communities they are discussing.</p>	<p>People, Culture and Communities</p> <p>Name places of local importance to the community, drawing on their own experiences where possible. Children can talk about the features of the places that they are familiar with and can begin to describe how they are different to other places. Children are able to utilise the vocabulary needed to describe the people, places and communities they are discussing.</p>
<p>The Natural world</p> <p>Understand the need to show respect for animals and the natural world. Identify similarities and differences in the natural world. Explore different materials. Talk about the differences between materials. Talk about things they have observed. Identify and name different types of weather/seasons Explore different scientific experimentations eg. Magnets, ramps, floating and sinking etc.</p>	<p>The Natural world</p> <p>Understand the need to show respect for animals and the natural world. Identify similarities and differences in the natural world. Explore different materials. Talk about the differences between materials. Talk about things they have observed. Identify and name different types of weather/seasons Explore different scientific experimentations eg. Magnets, ramps, floating and sinking etc.</p>	<p>The Natural world</p> <p>Draw information from simple maps e.g. land and sea. Talk about some life cycles and draw these stages with support. Describe what they can see, hear and feel when outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around themselves e.g. that leaves change colour in autumn that the trees are bare in winter, etc. Draw pictures of plants using the correct colours and including specific parts (leaves, flowers etc) . Show care and concern for living things. To talk about why some things happen e.g. melting, freezing, floating, sinking etc.</p>	<p>The Natural world</p> <p>Draw information from simple maps e.g. land and sea. Talk about some life cycles and draw these stages with support. Describe what they can see, hear and feel when outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around themselves e.g. that leaves change colour in autumn that the trees are bare in winter, etc. Draw pictures of plants using the correct colours and including specific parts (leaves, flowers etc) . Show care and concern for living things. To talk about why some things happen e.g. melting, freezing, floating, sinking etc.</p>	<p>The Natural world</p> <p>Make observations of their local area, animals, and plants. Talk about the different seasons. Can link different types of weather to different seasons. Talk about changes of states such as freezing and melting. Understand changes in the natural world such as day and night.</p>	<p>The Natural world</p> <p>Make observations of their local area, animals, and plants. Talk about the different seasons. Can link different types of weather to different seasons. Talk about changes of states such as freezing and melting. Understand changes in the natural world such as day and night.</p>	<p>The Natural world</p> <p>Make observations of their local area, animals, and plants. Talk about the different seasons. Can link different types of weather to different seasons. Talk about changes of states such as freezing and melting. Understand changes in the natural world such as day and night.</p>



EYFS (Reception) Curriculum Overview/Long Term Plan 2022-2023

<p>Expressive Arts and Design</p>	<p><u>Creating with Materials</u> Create pictures and models using a range of resources from their own ideas. Be able to talk about what they have made and why they have made it. Explore a range of materials in their environment and make things with these, describing why they have chosen what they have chosen. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p><u>Creating with Materials</u> Create pictures and models using a range of resources from their own ideas. Be able to talk about what they have made and why they have made it. Explore a range of materials in their environment and make things with these, describing why they have chosen what they have chosen. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p><u>Creating with Materials</u> Begin to follow a 'design brief' given by the teacher to create models and pictures using a range of resources. Choose the most appropriate way to make their idea following a 'design' that they have produced to meet a given purpose. Go back to their designs and improve these building on their previous learning. Explore ways of joining materials for different purposes. Draw with increasing complexity including beginning to add additional shapes for detail.</p>	<p><u>Creating with Materials</u> Begin to follow a 'design brief' given by the teacher to create models and pictures using a range of resources. Choose the most appropriate way to make their idea following a 'design' that they have produced to meet a given purpose. Go back to their designs and improve these building on their previous learning. Explore ways of joining materials for different purposes. Draw with increasing complexity including beginning to add additional shapes for detail.</p>	<p><u>Creating with Materials</u> Come up with their own design briefs to solve problems including making props and scenery for imaginative play. Be able to talk through from designing to building what they have used and why they have chosen to use that resource or technique. Be able to use shapes and colour to express emotions within creations. Create collaborative creations sharing ideas, resources and skills for specific purposes including to complement role play.</p>	<p><u>Creating with Materials</u> Come up with their own design briefs to solve problems including making props and scenery for imaginative play. Be able to talk through from designing to building what they have used and why they have chosen to use that resource or technique. Be able to use shapes and colour to express emotions within creations. Create collaborative creations sharing ideas, resources and skills for specific purposes including to complement role play.</p>
<p>Expressive Arts and Design</p>	<p><u>Being Imaginative and Expressive</u> Know the difference between singing and shouting. Able to join in with songs that have been taught. Join in with the taught nursery rhyme/number rhyme for this term.</p> <p><u>Musical knowledge and skills</u> Explore and play with a range of musical instruments - being able to match the sound to the instrument following play opportunities. Describe these sounds (rattle, loud bang, bells etc). Listens to a range of music types - recognise that they are different and express a preference.</p> <p><u>Dance</u> Copy a simple taught dance to music - watching and matching. Children able to freely respond to music through dance. Children recognise the value of costume in a dance presentation_</p> <p><u>Imaginative Narrative</u> Join in with refrains from stories. Use pre-selected props and small world artefacts to retell aspects of a story that has been experienced several times, with prompting support from an adult.</p>	<p><u>Being Imaginative and Expressive Singing</u> Know the difference between singing and shouting. Able to join in with songs that have been taught. Join in with the taught nursery rhyme/number rhyme for this term.</p> <p><u>Musical knowledge and skills</u> Explore and play with a range of musical instruments - being able to match the sound to the instrument following play opportunities. Describe these sounds (rattle, loud bang, bells etc). Listens to a range of music types - recognise that they are different and express a preference.</p> <p><u>Dance</u> Copy a simple taught dance to music - watching and matching. Children able to freely respond to music through dance. Children recognise the value of costume in a dance presentation_</p> <p><u>Imaginative Narrative</u> Join in with refrains from stories. Use pre-selected props and small world artefacts to retell aspects of a story that has been experienced several times, with prompting support from an adult.</p>	<p><u>Being Imaginative and Expressive Singing</u> Able to pitch match in simple call and response tasks. Able to sing taught songs with melody matching.</p> <p><u>Musical knowledge and skills</u> Know which instrument to use for a desired effect - e.g., sleigh bells for Santa, Use appropriate vocabulary to describe these sounds. Able to use instruments to match a simple taught rhythm and able to make up own musical patterns.</p> <p><u>Dance</u> Children afforded the opportunity to freely respond to music through dance and the use of simple props (e.g. scarves, a ribbon). Children move to a beat - matching movements to the rhythm.</p> <p><u>Imaginative Narrative</u> Use free choice props and small world artefacts to retell aspects of a story that has been experienced several times, mirroring some vocabulary from the story, with support from an adult.</p>	<p><u>Being Imaginative and Expressive Singing</u> Able to pitch match in simple call and response tasks. Able to sing taught songs with melody matching.</p> <p><u>Musical knowledge and skills</u> Know which instrument to use for a desired effect - e.g., sleigh bells for Santa, Use appropriate vocabulary to describe these sounds. Able to use instruments to match a simple taught rhythm and able to make up own musical patterns.</p> <p><u>Dance</u> Children afforded the opportunity to freely respond to music through dance and the use of simple props (e.g. scarves, a ribbon). Children move to a beat - matching movements to the rhythm.</p> <p><u>Imaginative Narrative</u> Use free choice props and small world artefacts to retell aspects of a story that has been experienced several times, mirroring some vocabulary from the story, with support from an adult.</p>	<p><u>Being Imaginative and Expressive Singing</u> Able to sing a song / rhyme that has been taught - pitch and melody matching appropriate to the age of the child. Able to perform a simple poem (as part of a group), able to follow the rhythm of the poem.</p> <p><u>Musical knowledge and skills</u> Able to copy a simple beat pattern X X - X - including with instruments. Able to play an allocated instrument(s) as part of a planned musical composition.</p> <p><u>Dance</u> Able to move in time with music to partake in a simple dance routine, with repetitive dance motifs.</p> <p><u>Imaginative Narrative</u> Use free choice props and small world artefacts to create or adapt a narrative or story, mirroring some vocabulary, or themes from the stories they have experienced. As part of a group, invent or adapt a known story to create a new narrative.</p>	<p><u>Being Imaginative and Expressive Singing</u> Able to sing a song / rhyme that has been taught - pitch and melody matching appropriate to the age of the child. Able to perform a simple poem (as part of a group), able to follow the rhythm of the poem.</p> <p><u>Musical knowledge and skills</u> Able to copy a simple beat pattern X X - X - including with instruments. Able to play an allocated instrument(s) as part of a planned musical composition.</p> <p><u>Dance</u> Able to move in time with music to partake in a simple dance routine, with repetitive dance motifs.</p> <p><u>Imaginative Narrative</u> Use free choice props and small world artefacts to create or adapt a narrative or story, mirroring some vocabulary, or themes from the stories they have experienced. As part of a group, invent or adapt a known story to create a new narrative.</p>