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| **Development Matters** | **Autumn****1****7 weeks****My family / Community**Me and my family Yom Kippur / Sukkot (Judaism)AutumnHalloween | **Autumn****2****7 weeks****Autumn / Celebrations/Winter**Diwali(Hinduism)Bonfire NightRemembranceAnti-Bullying (kindness week)Christmas (Christianity) | **Spring****1****6 weeks****Winter continued / Animal Antics**Chinese New Year Aspiration Week | **Spring****2****6 weeks****Spring / Growing**Shrove Tuesday/ World Book DayWorld Poetry Day / Mother’s dayEaster | **Summer****1****6 weeks****Healthy Living**Earth Day/ St Georges DayEid Ul Fitr | **Summer****2****6 weeks****Summer/ Seaside**World Oceans DayFather’s DayWorld Refugee Day/Make Music DayAspiration Week (people who help us) |
| **Communication and Language****(This is central to our curriculum and runs throughout every aspect of teaching in EYFS)** | * Understand how to listen and why listening is important
* Learn new vocabulary

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| * Use new vocabulary through the day.
* Ask questions to find out more and to check they understand what has been said to them.
* Articulate their ideas and thoughts in well-formed sentences.
* Connect one idea or action to another using a range of connectives
* Describe events in some detail.
* Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
* Develop social phrases.
* Engage in storytimes
* Listen to and talk about stories to build familiarity and understanding.
* Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
* Use new vocabulary in different contexts.
* Listen carefully to rhymes and songs, paying attention to how they sound.
* Learn rhymes, poems and songs.
* Engage in non-fiction books.
* Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
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| **Personal Social and Emotional Development****(This is central to our curriculum and runs throughout every aspect of teaching in EYFS)** | •See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ having a good sleep routine being a safe pedestrian |
| **Physical Development****Children spend an equal amount of time indoors and outdoors. Our outside area has been specifically designed to develop the physical development of the children in our school. Our outside area is used daily to assess developments in physical development.****The children receive a weekly P.E session from a sports coach. Each half term has a specific focus to ensure full curriculum coverage as outlined in this table.**  | * Develop their small motor skills so that they can use a range of tools competently ,safely and confidently. Suggested tools; pencils for drawing and writing, paintbrushes, scissors, knives.
* Develop the foundations of a handwriting style which is fast, accurate and efficient.
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| Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbingFurther develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes | Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.Develop overall body-strength, balance, co-ordination and agility.Progress towards a more fluent style of moving, with developing control and grace | Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.Progress towards a more fluent style of moving, with developing control and grace | Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes | Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbingCombine different movements with ease and fluency.Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. | Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.Progress towards a more fluent style of moving, with developing control and grace. |
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| **Literacy****We use ‘The Little Wandles’ DFE approved scheme of work to teach phonics every day. Children read phonetically decodable texts in line with their phonic knowledge three times a week with an adult. Children write everyday.** | • Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.• Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.• Re-read what they have written to check that it makes sense. |
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| **Mathematics****We use the White Rose programme to teach mathematics in Reception.**  | • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. |
| **Area of Development Matters** | **Autumn****1****7 weeks****My family / Community**Me and my family Yom Kippur / Sukkot (Judaism)AutumnHalloween | **Autumn****2****7 weeks****Autumn / Celebrations**Diwali(Hinduism)Bonfire NightRemembranceAnti-Bullying (kindness week)Christmas (Christianity) | **Spring****1****6 weeks****Winter / Animal Antics**Chinese New YearAspiration Week | **Spring****2****6 weeks****Spring / Growing**Shrove Tuesday/ World Book DayWorld Poetry Day / Mother’s dayEaster | **Summer****1****6 weeks****Healthy Living**Earth Day/ St Georges DayEid Ul Fitr | **Summer****2****6 weeks****Summer/ Seaside**World Oceans DayFather’s DayWorld Refugee Day/Make Music DayAspiration Week (people who help us) |
| **Understanding the World****These statements are continually covered and reinforced throughout the year. Our curriculum has been specifically designed to ensure that links are made, and emphasis placed upon between specific statements and topics throughout the year.** | Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past.  Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear, and feel whilst outside.  | Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different waysRecognise some similarities and differences between life in this country and life in other countries. Understand the effect of changing seasons on the natural world around them. | Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different waysRecognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map. Explore the natural world around them. Recognise some environments that are different from the one in which they live.Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. | Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different waysRecognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them.  | Understand that some places are special to members of their community.Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. | Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. |
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| **Expressive Art and Design****Children in Reception have access to the painting and craft area every day as part of continuous provision. The resources in the craft area follow the children’s interests and link to the areas of study each half term.** | • Explore, use and refine a variety of artistic effects to express their ideas and feelings.• Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. |