

## St Peter's C of E Primary Academy



## 'ONE FAMILY UNDER GOD...BELIEVE AND ACHIEVE'

### Reception long term overview

#### **Intent**

The children who become part of the Early Years foundation Stage family at St Peter's C of E Primary Academy will learn through engaging, high-quality, fun, inspiring, play-based experiences, learning opportunities and enrichment, regardless of their starting point. As an EYFS team, and effective role models, we will provide high-quality interactions in order to develop and deepen the children's learning opportunities and characteristics of effective learning. We will deliver our curriculum through a balance of adult-led, child-led and child-initiated experiences, activities and provision based on themes, stories, celebrations, events and interests. We treat our children as individuals and our curriculum aims to enrich the whole child.

Our children will grow up in a school underpinned by our core values of trust, service, humility, forgiveness, koinonia and justice. These values, coupled with an environment where each child is cherished and valued as an individual, enable our children to flourish and be the best that they can be. The long-term outline grid (attached at the bottom of the page) shares with you the overview for the possible learning experiences across the year and the opportunities that may arise through our themes. These experiences will be planned to support the children to make developmentally appropriate steps through their learning journey and are supported by the Non-Statutory EYFS development Matters guidance. Alongside this, the children will have daily access to a well planned and resourced continuous indoor and outdoor provision that will be regularly enhanced to suit the developmental needs, interests of the children and themes for learning.

## Implementation

Here at St Peter's we believe it is extremely important to develop the whole child. Our priority is to ensure each child grows as a happy, well-rounded individual who is prepared for adult life. We love to learn through real experiences, we love to learn outside and we promote a sense of community. We are a warm, strong, nurturing school family who care about every single child and support each individual to follow their dreams and to become the best they can be.

Enrichment opportunities and community links will play an important part in helping the children to build memorial learning and understanding.

All these opportunities will develop the whole child. Staff build nurturing, warm, strong relationships with each individual pupil. No one is left behind and children will be given the opportunities and support needed to achieve their potential. Children at risk of falling behind are quickly identified and are supported through interactions, experiences, play, time and interventions to help them to continue to achieve.

We prioritise communication and language and create a 'language rich' environment through the use of songs, nursery rhymes, stories, vocabulary building, sentence stems and starters, partner talk, and providing constant opportunities for quality interactions between adults and between peers throughout the day. Interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators.

## Impact

We assess the impact of our curriculum through ongoing dialogue, baseline assessments, summative records of children's understanding by topic and ongoing questioning and formative assessment.

St Peter's C of E Primary Academy			EYFS Curriculum			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme(s)	<b>Marvellous me/Autumn</b>	<b>Nursery Rhymes/ Let's celebrate!</b>	<b>Winter/Superheroes</b>	<b>Come outside/Spring</b>	<b>Long ago and far away/traditional tales</b>	<b>Our world/ Ticket to ride</b>

Focus topics (but not limited to...)	Starting school Where I live - local area My family and pets Differences and similarities Feelings Friendships (being kind)  Nocturnal animals Harvest – where food comes from Healthy eating Seasonal changes - autumn	Nursery rhymes  Diwali Hanukah Bonfire night/Guy Fawkes Birthday's Christmas	Seasonal changes – winter Arctic animals Polar regions Hibernation  Fictional superheroes Real life superheroes – doctors, guide dog firefighters, police etc. Superheroes from the past – e.g. explorers, inventors.	Minibeasts Life cycles Growing plants Seasonal changes – spring Birds Easter – new life	Dinosaurs Fantasy creatures Kings and Queens Castles  Traditional tales	Seasonal changes – summer Oceans Seaside  Transport Countries around the world including customs Pirate/pirate ships Looking after our world
Provocations should...	Provide opportunities for curiosity, imagination, risk taking, enthusiasm, concentration, attention, inclusiveness, listening, communicating, friendships.					
Texts to use as a focus point (Can be changed to reflect children's interests) Fiction Non-fiction	Harry and the dinosaurs go to school Who's in my family The colour monster All about families The Rainbow Fish Perfectly norman Funny bones  The Gruffalo Owl babies	Kipper's birthday Rama and Sita What do you celebrate? Happy Birthday, Moon The best Diwali ever Mog's Christmas Calamity (advert) The Nativity Story Stick man The Jolly Christmas postman	Supertato Mog and the vets Never take a shark to the dentist Even superheroes make mistakes A superhero like you People who help us – non fiction series Hospital dog Cops and Robbers	Superworm Jasper's Beanstalk Runaway Pea The Very hungry caterpillar Aghhh spider! Jack and the beanstalk Tadpoles and frogs The Easter story Hello Spring The teeny weeny tadpole	Dear dinosaur Questions and answers - dinosaurs This is the castle the king built George and the dragon How to catch a dragon The paper bag princess See inside - Castles The very last castle	Seaside holidays - then and now Dolphin boy At the beach Look what I found at the seaside Commotion in the ocean Above and below - sea and shore The snail and the whale Clean up!

	<p>The enormous turnip</p> <p>Thinking about the seasons - Autumn</p> <p>Follow the swallow</p> <p>Leaf man</p> <p>I-spy Autumn</p> <p>Ferdie and the falling leaves</p>		<p>Where do animals go in winter?</p> <p>Jack Frost</p> <p>Gruffalo's child</p> <p>Winter is here</p>	<p>What can you see in spring?</p>	<p>There is no dragon in this story</p> <p>The knight who wouldn't fight</p> <p>Jack and the beanstalk</p> <p>The three little pigs</p> <p>The gingerbread man</p> <p>The three billy goats gruff</p> <p>Little red riding hood</p> <p>Goldilocks and the three bears</p>	<p>Stella and the seagull</p> <p>The storm whale</p> <p>Atlases</p> <p>Amelia Earhart (Little People, Big Dreams)</p> <p>How airports work</p> <p>Emma Jane's aeroplane</p> <p>My big book of transport</p>
<p>Focus Songs/nursery rhymes</p>	<p>If you're happy and you know it</p> <p>Wheels on the bus</p> <p>I'm a little teapot</p> <p>Polly put the kettle on</p>	<p>NURSEY RHYME WEEK – Jack and Jill, Humpty Dumpty, Baa Baa black sheep, hey diddle diddle.</p>	<p>5 little snowmen</p> <p>The north wind doth blow</p> <p>Here we go round the mulberry bush</p>	<p>There's a worm at the bottom of the garden</p> <p>Incy Wincy Spider</p> <p>The ants go marching</p>	<p>Sing a song of sixpence</p> <p>London Bridge is falling down</p> <p>Grand old duke of York</p>	<p>When I was 1 – the day I went to sea.</p> <p>The big ship sails</p> <p>Row your boat Down at the station</p>
<p>Events and enrichment opportunities</p>	<p>Village walk (road safety)</p> <p>Visit from a newborn baby</p> <p>Visits from pets (e.g.tortoise)</p> <p>Autumn walk</p> <p>Harvest festival</p>	<p>Diwali</p> <p>Odd Socks day</p> <p>Children in need</p> <p>Nursery rhyme week</p> <p>Remembrance Day</p> <p>Nativity Play</p> <p>Church visit</p>	<p>Valentines day</p> <p>Safer internet day</p> <p>Chinese New Year</p> <p>Shrove Tuesday</p> <p>Fire station visit</p> <p>Visits from people who help us e.g. <i>Lollipop Lady</i></p>	<p>Easter</p> <p>Easter play</p> <p>Church visit</p> <p>Mother's Day</p> <p>World Book Day</p> <p>Wolsey Bridge pond dipping</p> <p>Bug hunts</p>	<p>St George's Day</p> <p>National dinosaur day</p> <p>Warwick/Tamworth Castle</p> <p>Fairytale dress up</p>	<p>Father's Day</p> <p>Sports Day</p> <p>World environment day</p> <p>World Oceans day</p> <p>Litter picking</p> <p>Seaside day – Punch and Judy</p>

	Black history month	Nursery rhyme dress up Pantomime	<i>Doctor</i> <i>PCSO</i> <i>Guide dog</i>			Transition day
Parental engagement	-Class Dojo - wow moments -Weekly newsletter -Photos of family and pets from home -Read and relax -Harvest play	-Class Dojo - wow moments -Weekly newsletter -Little Wandle phonics workshop -Christmas play -Christmas craft morning	- Class Dojo - wow moments -Invite parents in to share skills/jobs. -Weekly newsletter -Read and relax	-Class Dojo - wow moments -Weekly newsletter -Mother's day lunch -Easter bonnet making	-Class Dojo - wow moments -Weekly newsletter -Read and relax	-Class Dojo - wow moments -Weekly newsletter -Sports day -Fathers day lunch -Reception Awards
<b>PRIME AREA</b> Communication and Language	<p><i>The development of effective Communication and Language skills underpins all areas of learning. Quality interactions with adults who; model speaking in sentences, introduce and thread through new vocabulary, question, comment and model pronunciation. Frequent reading, role play, small world, opportunities to talk 1-1, in small groups and in whole class situations are all effective ways to promote the development of high quality communication and language skills.</i></p> <p>Through our provision, experiences and themes across the year we will develop and build upon our CL skills through;</p> <ul style="list-style-type: none"> <li>● Vocabulary building - to be taught and encouraged to use key vocabulary throughout the day</li> <li>● Weekly Word Whoosh- linked to the theme or key text.</li> <li>● Discussions during small group practise reading sessions ( 3 x per week)</li> <li>● Speaking in full sentences- stems and starters to support.</li> <li>● Asking questions</li> <li>● Respectful discussion, contribution, sharing opinions and thoughts using appropriate vocabulary eg I agree/disagree because...</li> <li>● Songs, poems, rhymes and alliteration.</li> <li>● Daily story time - including voting for a story of the day <ul style="list-style-type: none"> <li>● Listening in a 1-1, small group, and whole class situations.</li> </ul> </li> <li>● Retelling and creating stories- verbal retell, small world and role play.</li> <li>● Circle time.</li> <li>● Show and tell</li> <li>● Engaging in 'talk to your partner' to discuss.</li> <li>● Sharing experiences and information about themselves with others (News).</li> </ul>					

<ul style="list-style-type: none"> <li>● Memory games</li> <li>● Engaging in weekly book club sessions where they are able to talk to others about their favourite book and ask and answer questions</li> </ul>					
<p>-Show and tell - bring in something special to me.</p> <p>-Ask questions to new class mates and teachers about themselves and their lives.</p> <p>-Autumn sounds</p> <p>-Bring in a photo of family/pets to share with the class.</p> <p>-Circle time games - all about me themed</p> <p>-Singing songs and rhymes linked to all about me - e.g. name learning.</p> <p>-Listening and responding to themed stories</p> <p>-Engage with non fiction texts about</p>	<p>-Sharing and talking about photos of celebrations from children's experiences</p> <p>-Christmas songs</p> <p>Listening to and performing nursery rhymes</p> <p>-Rhymes and poems linked to celebrations such as bonfire night and Diwali.</p> <p>Key Vocabulary - Celebration themed</p>	<p>-Stories, poems and rhymes linked to winter.</p> <p>-sharing Christmas experiences from over the holidays</p> <p>-Listening to and asking Questions to visitors (real life superheroes)</p> <p>-Retelling stories verbally through small world</p> <p>Sharing information with other classes and adults in school (Linked to supertato - missing Evil pea)</p> <p>Learning some Chinese words - e.g. hello, thank you, happy new year</p> <p>Key vocabulary - linked to winter and superheroes</p>	<p>-sharing experiences of growth, spring and easter.</p> <p>-songs and poems linked to spring, growth.r</p> <p>-easter songs</p> <p>-Spring sound walk</p> <p>-Key vocabulary - growing, spring and Easter themed.</p> <p>-sharing what they love about their mums.</p>	<p>-Retelling events of school trip to Warwick castle</p> <p>-Retelling traditional tales through small world, using puppets and story sacks.</p> <p>-Engage with non fiction texts about castles and talk about what they know.</p> <p>-Listening to and responding to stories about castles.</p>	<p>-Sharing own experiences of summer holidays</p> <p>-Bring in photographs of holidays to talk about. Questions and answers.</p> <p>-Songs and rhymes linked to summer.</p> <p>-Talk about own experiences of transport</p>

	<p>families and homes and talk about what they know.</p> <p>Key vocabulary - marvellous me themed.</p>		-			
<p><b>PRIME AREA</b> Personal, Social and emotional development</p>	<p><i>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals and have confidence in their own abilities. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through adult supported interactions they learn how to make good friendships, co-operate, share, turn take and resolve conflicts. Our school values thread through everything that we do.</i></p> <p>Through our provision, experiences and themes across the year we will develop and build upon our PSED skills through;</p> <ul style="list-style-type: none"> <li>● Settling into school and following routines.</li> <li>● Building positive relationships with peers and adults.</li> <li>● Settle at activities in the provision and access them with independence.</li> <li>● Talking about self in positive terms ‘I can...’ Developing a positive mindset and a ‘can do’ approach.</li> <li>● Playing cooperatively- playing alongside, with a peer, in a group, as part of a class, small group games, whole class games. Supported by adults who model the key skills needed when socialising.</li> <li>● Turn taking.</li> <li>● Sharing resources.</li> <li>● Use of manners.</li> <li>● Talking about feelings with access to the class feelings station</li> <li>● Talking about, following and showing awareness of the school values and motto ‘believe and achieve.’</li> <li>● Share successes.</li> <li>● Finding solutions to problems through discussion.</li> <li>● Self care and healthy me-independence with toileting, hand washing, dressing, healthy choices, oral hygiene- songs, modeling, discussion, activities to support.</li> </ul>					

<ul style="list-style-type: none"> <li>● Healthy mind- Mindfulness, yoga, calm time, breathing exercises, positive affirmations.</li> <li>● Attending weekly whole school celebration assemblies.</li> </ul>					
<p>SCARF SCHEME - Me and my relationships</p> <p>-Getting to know you/team games</p> <p>-Road safety and keeping safe on walk around village.</p> <p>-Colour monster making feelings bottles/display for use every day. Learning how to use these to help calm and deal with anger, sadness etc.</p> <p>-Class rules- working together to create and discuss.</p> <p>-Discussions about similarities and differences between themselves and families.</p>	<p>SCARF SCHEME - Valuing Difference</p> <p>- Bonfire safety.- role play, fireman Sam bonfire safety videos</p> <p>-Anti- bullying week- friendship themed activities and discussion</p> <p>-Sharing feelings related to celebrations e.g. scared of fireworks, excited on xmas eve</p> <p>-Creating a christmas play as a team</p> <p>-Discussing differences and similarities of people/religions regarding celebrations.</p>	<p>SCARF SCHEME - Keeping safe</p> <p>-What would a superhero do? Talking about what superheroes would do in different scenarios.</p> <p>-Food hygiene when cooking/food tasting for chinese new year</p> <p>-Discussions around real life superheroes, what qualities do they hold? How have you shown this quality?</p>	<p>SCARF SCHEME - Rights and respect</p> <p>-Pancake races, learning to control our emotions if we do not win. Working as a team.</p> <p>Hygiene - hand washing when planting and touching mini beasts.</p> <p>Rules and keeping safe on a school trip</p> <p>Taking peas out of their pods (fine motor)</p>	<p>SCARF SCHEME - Being my best</p> <p>Rules and keeping safe whilst on a school trip.</p> <p>Discussions around feelings of characters in the traditional tales. Identify how characters felt at different points in the story.</p>	<p>SCARF SCHEME - Growing and changing</p> <p>-Sports day races, working as a team and managing feelings if we do not win. Supporting one another.</p> <p>REception rewards day - Celebrating successes of one another and recognising growth throughout the year.</p> <p>Transitions to Year 1 - new relationships and change.</p>



	<p>-Caring for our body, introduction to hand washing and hygiene in school.</p> <p>-Naming and talking about feelings</p> <p>-Drawing faces to show emotions</p> <p>-Introduction of Dojo points and behaviour systems</p> <p>-Talking about healthy foods linked to harvest</p>	<p>-Christmas party games - managing feelings if we do not win.</p>				
<p><b>Prime Area</b> Physical Development</p>	<p><i>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood. Adults will support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.</i></p> <p>Through our provision, experiences and themes across the year we will develop and build upon our PD skills through;</p> <ul style="list-style-type: none"> <li>● Weekly PE lessons</li> <li>● Gross motor- ball skills, using PE equipment, moving in different ways, assault courses, parachute games, trim trail</li> <li>● Discussion of changes to the body during exercise.</li> <li>● Adults modelling discussion and awareness of healthy choices for the body and specific vocabulary e.g vitamins, calcium, heart, dehydrate, hydrate.</li> <li>● Fine motor- threading, tweezers, cutting, painting, weaving.</li> <li>● Fine motor- Learn to draw- online tutorials. Inline with themes.</li> </ul>					

<ul style="list-style-type: none"> <li>● Dough disco.</li> <li>● Scarf dancing <ul style="list-style-type: none"> <li>● Finger rhymes</li> </ul> </li> <li>● Daily Wake and shake up type activities</li> <li>● Crossing the midline exercises and movements</li> <li>● Pencil control, adults to correct incorrect pencil grip</li> <li>● Letter formation</li> <li>● Access to large play equipment such as slide and trim trail</li> <li>● Healthy mind- Mindfulness, yoga, calm time, breathing exercises, positive affirmations.</li> <li>● Walks in the local area</li> <li>● Opportunities for writing on different surfaces/different positions (e.g. wallpaper on the floor, brushes outside, paper under the table whilst lying on backs)</li> <li>● Access to bikes and scooters, sand and water and other outdoor opportunities for fine and gross motor skills development.</li> <li>● Lunch staff modelling use of knives, forks and spoons</li> <li>● pouring milk and peeling fruit during snack times</li> <li>● Staff encourage children to put on their own coats, do their own buttons and zips.</li> </ul>					
<p>-Weekly PE sessions through PE passport scheme - Fine motor skills</p> <p>-Self portraits - drawing, painting</p> <p>-Name writing development</p> <p>-Team games</p> <p>-Cutting skills - building a face</p>	<p>Weekly PE sessions through PE passport scheme - Yoga</p> <p>Dancing linked to celebrations - links to music scheme on KAPOW - Horah, bhangra, handling musical instruments, scarf dancing</p> <p>Firework pictures using different tools</p>	<p>Weekly PE sessions through PE passport scheme - Gym (rocking and rolling)</p> <p>Lion and dragon dancing - chinese new year</p> <p>Superhero cosmic kids yoga</p> <p>Large scale construction - emergency vehicles</p>	<p>Weekly PE sessions through PE passport scheme - Fundamental movement skills 1</p> <p>-Action songs and rhymes linked to Spring and Easter (e.g. sleeping bunnies)</p> <p>- Opportunities to plant seeds.</p>	<p>Weekly PE sessions through PE passport scheme - Athletics 1</p> <p>Dinosaur cosmic kids yoga</p> <p>Little red riding hood cosmic kids yoga</p> <p>Cutting skills - build a castle</p>	<p>Weekly PE sessions through PE passport scheme - Invasion game skills 1</p> <p>Sports day - range of races including egg and spoon, sack, running, throwing.</p> <p>Outdoor games and parachute games</p>

	<p>-Small lego handling building homes</p> <p>-Dressing dolls</p> <p>-Pumpkin play - tweezers to pick out seeds</p>	<p>such as chalk, spray bottles, tipping marbles through paint.</p> <p>Birthday cakes out of dough</p> <p>Threading beads to make Diwali jewellery</p> <p>Writing and mark making in cards for different celebrations</p> <p>Present wrapping</p> <p>Nutcracker cosmic kids yoga</p>	<p>Dressing and undressing into role play costumes - doctors, firefighters, superheroes etc.</p> <p>Writing and drawing wanted posters for villains</p> <p>Making pancakes out of dough, flipping pancakes in pans</p> <p>Pancake races</p> <p>What's the time Mr Wolf? game</p>	<p>Soil messy play, picking seeds out of soil with tweezers.</p>	<p>Small/large construction - making a castle</p> <p>Dressing and undressing into role play costumes - knights, kings and queens</p> <p>Throwing games linked to firing Cannon balls.</p>	<p>Under the sea cosmic kids yoga</p> <p>Large and small scale construction linked to transport theme e.g. building trains, planes.</p>
Literacy	<p><i>It is crucial for the children to develop a love for literacy. Reading consists of two dimensions: language comprehension and word reading. Language comprehension will be developed through talking with the children about the world around them and the books they read with them. Word reading will be taught through Little Wandle. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). We will teach writing through guided/modelled writing opportunities, opportunities for the children to write with independence with an adult nearby to support, independent writing and writing opportunities in the provision through play.</i></p>					
	<p>Consolidating phase 1 phonics - oral blending, initial sounds.</p>	<p>Daily teaching of Little Wandle Phase 2</p>	<p>Daily teaching of Little Wandle Phase 3</p> <p>End of half term little wandle assessments</p>	<p>Daily teaching of Little Wandle Phase 3</p> <p>End of half term little wandle assessments</p>	<p>Daily teaching of Little Wandle Phase 4</p>	<p>Daily teaching of Little Wandle Phase 4</p>

	Baseline assessments	End of half term little wandle assessments	Little Wandle small group reading practise (3x per week)	Little Wandle small group reading practise (3x per week)	End of half term little wandle assessments	End of half term little wandle assessments
	Daily teaching of Little Wandle Phase 2	Little Wandle small group reading practise (3x per week)	Little wandle daily catch up (for children at risk of falling behind)	Little wandle daily catch up (for children at risk of falling behind)	Little Wandle small group reading practise (3x per week)	Little Wandle small group reading practise (3x per week)
	End of half term little wandle assessments	Little wandle daily catch up (for children at risk of falling behind)	Introduction of new texts linked to theme - vocabulary, comprehension, shared reading	Drawing tutorials	Little wandle daily catch up (for children at risk of falling behind)	Little wandle daily catch up (for children at risk of falling behind)
	Little Wandle small group reading practise (3x per week)	Drawing tutorials	Drawing tutorials	Gross and fine motor development to support pencil control and grip. Letter formation, phrases, captions and simple sentences.	Drawing tutorials	Drawing tutorials
	Little wandle daily catch up (for children at risk of falling behind)	Gross and fine motor development to support pencil control and grip. Writing initial sounds, name writing. Letter formation, CVC words and labels.	Gross and fine motor development to support pencil control and grip. Letter formation, CVC words, 2 words and phrases.	Ideas for writing: Shopping lists, instructions for how to grow a plant, life cycle recount. I can see, smell, hear....linked to Spring. Writing about the Easter story.	Writing sentences Letter formation	Writing sentences. Letter formation
	Gross and fine motor development to support pencil control and grip. Writing initial sounds, name writing. Letter formation.	Ideas for writing: letters to santa, writing cards, favourite nursery rhyme. Get well soon card to Jack and Jill, firework	Ideas for writing: Wanted posters, questions for real life superheroes, I can see, smell, hear....linked to winter. chinese new year menus. Story retells	Introduction of new texts linked to theme - vocabulary,	Introduction of new texts linked to theme - vocabulary, comprehension, shared reading	Introduction of new texts linked to theme - vocabulary, comprehension, shared reading
	Drawing tutorials			Introduction of new texts linked to theme - vocabulary,	Ideas for writing: Speech bubbles from characters in traditional tales, wanted posters for villains. Retell traditional tales,	Ideas for writing: List of items to pack, I can see, smell, hear in summer. posters for keeping our

	<p>Ideas for writing/mark making: labelling self, family, body parts. maps, Name writing at every opportunity. In the Autumn I see...</p> <p>Introduction of new texts linked to theme - vocabulary, comprehension, shared reading</p> <p>Reading for pleasure/story time/vote for a book</p> <p>Opportunities to retell through role play and small world</p> <p>Weekly Visit to the library bus</p> <p>Book club</p>	<p>words - pop, bang, fizz et, birthday invitations.</p> <p>Introduction of new texts linked to theme - vocabulary, comprehension, shared reading</p> <p>Reading for pleasure/story time/vote for a book</p> <p>Book club</p> <p>Opportunities to retell through role play and small world</p>	<p>Reading for pleasure/story time/vote for a book</p> <p>Book club</p> <p>Weekly Visit to the library bus</p> <p>Opportunities to retell through role play and small world</p>	<p>comprehension, shared reading</p> <p>Reading for pleasure/story time/vote for a book</p> <p>Book club</p> <p>Weekly Visit to the library bus</p> <p>Opportunities to retell through role play and small world</p>	<p>label a castle, Recount from trip to Warwick castle. Letters to the King.</p> <p>Reading for pleasure/story time/vote for a book</p> <p>Book club</p> <p>Weekly Visit to the library bus</p> <p>Opportunities to retell through role play and small world</p>	<p>Earth clean. postcards</p> <p>Reading for pleasure/story time/vote for a book</p> <p>Book club</p> <p>Weekly Visit to the library bus</p> <p>Opportunities to retell through role play and small world</p>
Mathematics	<p><i>Developing the children's 'number sense' is essential. We will build on early understanding of number and develop the children's ability to subitise-'talk about what can be seen and how it is seen.' They will use a range of maths equipment such as tens frames, counters, cubes and counting resources, and talk about the arrangements they see, patterns, subitise, part whole, unitise and the composition of number. This will all lead to an excellent, strong understanding of numbers using numbers 0-10. 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.</i></p>					

<p>Daily maths warm ups - Counting with Tim, date, days of the week etc</p> <p>White Rose Maths - (Topics may bridge half terms depending on length of term - any spare weeks will be used to consolidate skills learnt that half term)</p> <p><i>Baseline Assessments</i></p> <p><i>Match, sort and compare (2 weeks)</i></p> <p><i>It's me 1,2,3 (2 weeks)</i></p> <p>Daily maths on arrival for registration. How many children are here today? How many children ordered option A/B for dinner.</p>	<p>Daily maths warm ups - Counting with Tim, date, days of the week etc</p> <p>White Rose Maths - (Topics may bridge half terms depending on length of term - any spare weeks will be used to consolidate skills learnt that half term)</p> <p><i>Talk about measure and patterns (2 weeks)</i></p> <p><i>1,2,3,4,5 (2 weeks)</i></p> <p><i>Circles and triangles (1 week)</i></p> <p><i>Shapes with 4 sides (1 week)</i></p> <p>Maths songs and rhymes</p> <p>Numberblocks links - linking episodes to teaching in WRM</p>	<p>Daily maths warm ups - Counting with Tim, date, days of the week etc</p> <p>White Rose Maths - (Topics may bridge half terms depending on length of term - any spare weeks will be used to consolidate skills learnt that half term)</p> <p><i>Alive in 5 (2 weeks)</i></p> <p><i>Mass and Capacity (1 week)</i></p> <p><i>Growing 6, 7, 8 (2 weeks)</i></p> <p><i>Length, height and time (2 weeks)</i></p> <p>Maths songs and rhymes</p> <p>Numberblocks links - linking episodes to teaching in WRM</p>	<p>Daily maths warm ups - Counting with Tim, date, days of the week etc</p> <p>White Rose Maths - (Topics may bridge half terms depending on length of term - any spare weeks will be used to consolidate skills learnt that half term)</p> <p><i>Building 9 and 10 (3 weeks)</i></p> <p><i>Explore 3D shapes (2 weeks)</i></p> <p>Maths songs and rhymes</p> <p>Numberblocks links - linking episodes to teaching in WRM</p> <p>Measuring things we have grown e.g. beanstalks</p>	<p>Daily maths warm ups - Counting with Tim, date, days of the week etc</p> <p>White Rose Maths - (Topics may bridge half terms depending on length of term - any spare weeks will be used to consolidate skills learnt that half term)</p> <p><i>To 20 and beyond (2 weeks)</i></p> <p><i>How many now? (1 week)</i></p> <p><i>Manipulate, compose and decompose (2 weeks)</i></p> <p>Maths songs and rhymes</p> <p>Numberblocks links - linking episodes to teaching in WRM</p>	<p>Daily maths warm ups - Counting with Tim, date, days of the week etc</p> <p>White Rose Maths - (Topics may bridge half terms depending on length of term - any spare weeks will be used to consolidate skills learnt that half term)</p> <p><i>Sharing and grouping (2 weeks)</i></p> <p><i>Visualising, build and map (3 weeks)</i></p> <p>Maths songs and rhymes</p> <p>Numberblocks links - linking episodes to teaching in WRM</p> <p>Ordinal language - sports day</p>
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	<p>Maths songs and rhymes</p> <p>Numberblocks links - linking episodes to teaching in WRM</p> <p>My age</p> <p>Numbers in family</p> <p>Pictograms linked to eye colour, pets.</p> <p>Shapes to make houses</p> <p>Using autumn treasures to count and subitise</p> <p>Autumn treasure patterns</p>	<p>Subitising snowmen</p> <p>12 days of christmas counting</p> <p>Rangoli patterns</p> <p>Number nursery rhymes (1,2,3,4,5 once I caught a fish alive etc)</p>	<p>Ordinal language - the great race, pancake races</p> <p>Subitising with peas - supertato evil pea</p> <p>Doctors surgeries - measuring height, weighing babies</p>		<p>Measuring dinosaurs</p> <p>Using shapes to make castle pictures</p>	
Understanding the world	<p><i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i></p>					
	RE UNIT SACRE	RE UNIT UC F2	RE UNIT UC F1	RE UNIT Why do Christians put a cross in an	RE UNIT Which places are special and why?	RE UNIT Which stories are special and why?

	<p>Being special: where do we belong?</p> <p>Science opportunities My body parts - bones and skeletons, sensory - 5 senses on autumn walks, growing and changing over time to myself, seasonal changes.</p> <p>History opportunities - previous experiences, old and new household objects, photos of me as a baby - how I have changed over time.</p> <p>Geography opportunities - our homes, our school, local area, looking</p>	<p>Why do Christians perform nativity plays at Christmas?</p> <p>Science opportunities - Dark and light, humpty dumpty egg drop which material cushions the egg best?</p> <p>History opportunities - Christmas in the past, Bible story of the nativity, remembrance sunday, discussing the war.</p> <p>Geography Celebrations around the world- focus on where the place is, how to get there, what it is like.</p>	<p>Why is the word God so important for Christians?</p> <p>Science opportunities - freezing and melting, exploring ice, sorting animals that live in hot and cold countries, hibernation.</p> <p>History opportunities - previous experiences of visiting a doctor etc. Explorers and inventors of the past, Florence nightingale or other famous real life superheroes</p> <p>Geography opportunities - cold places around the World, learning about China linked to Chinese new year</p>	<p>Easter garden?</p> <p>Science opportunities - parts of a plant, where do plants grow best? exploring changes of state with chocolate eggs, life cycles, habitats, minibeasts.</p> <p>History opportunities - Bible stories of Easter</p> <p>Geography opportunities - Easter around the world</p>	<p>Science opportunities - Strongest materials to build the three pigs house, best material to build a basket for red riding hood.</p> <p>History opportunities - dinosaurs, royal family past and present, how castles were used in the past, weapons and protection in the past and present.</p> <p>Geography opportunities - London - where does the King live? Castles around the country.</p>	<p>Science opportunities - sinking and floating - boats, building a circuit for a lighthouse</p> <p>History opportunities - seaside holidays in the past and present</p> <p>Geography opportunities - transport, weather around the world. Caring for the world, discussing the issue of litter in the environment. Locating where we have been on holiday.</p>
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	on a globe maps, aerial views of these places. Schools around the world. Children and families from around the world. Drawing maps	Google Earth explore. Christmas around the world, how is it celebrated?	Different occupations - when I grow up, visitors to talk about their jobs.			
Expressive arts and design	<i>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.</i>					
	Access during provision to Small world, mud kitchen, construction materials, malleable tools, home corner, r, craft corner to use imaginatively.  Planned Art opportunities - Self portraits, family portraits, autumn collage, loose parts building faces, still life drawing of Autumn treasures  Planned DT opportunities -	Access during provision to Small world, mud kitchen, construction materials, malleable tools, home corner, role play areas, craft corner to use imaginatively.  Role play set up - Santa's workshop  Planned Art opportunities - Christmas cards Calendars, bonfire and firework art, rangoli art, drawing rangoli patterns on	Access during provision to Small world, mud kitchen, construction materials, malleable tools, home corner, role play areas, craft corner to use imaginatively.  Role play set up - Doctor's surgery  Planned Art opportunities - Winter art,  Planned DT opportunities - Building emergency vehicles/buildings out	Access during provision to Small world, mud kitchen, construction materials, malleable tools, home corner, role play areas, craft corner to use imaginatively.  Planned Art opportunities - still life drawings of spring flowers, butterfly paintings, mothers day card  Planned DT opportunities - split pin chick/egg. design	Access during provision to Small world, mud kitchen, construction materials, malleable tools, home corner, role play areas, craft corner to use imaginatively.  Role play set up - Castle  Planned Art opportunities - Making crowns.  Planned DT opportunities - Cooking -	Access during provision to Small world, mud kitchen, construction materials, malleable tools, home corner, role play areas, craft corner to use imaginatively.  Role play set up - Ice cream parlour  Planned Art opportunities - fathers day card, ocean art, sand art

	building houses out of construction materials,  Learning Harvest songs - Music	hands, rangoli patterns in rice.  Planned DT opportunities - salt dough diva lamp holders, christmas decorations.  Learning songs for Christmas nativity	of construction materials, making hats for the emergency services, chinese new year dragon out of boxes and materials.	a spring garden, salt dough minibeasts  Learning songs for Easter service	gingerbread man, junk model castles.	Planned DT opportunities - building boats
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### **Impact**

We will get to know each individual child holistically through all of these experiences. We will learn more about their strengths, areas for development and plan how we will continue to support each child on their learning journey to achieve their potential. Assessments will be ongoing and recorded on DC pro each half term. Targeted children will be recorded on our feedback sheet and worked with on a weekly basis. Phonics assessments will be kept in the class reading folder and used daily to support children's progress. Teachers will reflect on, plan and adapt the classroom provision, teaching opportunities and interventions needed to continue to support the pupils on their individual learning journeys. All staff that work with children in Reception will share assessments and regularly meet to discuss progress models, share best practice and plan the next steps to support the pupils. Reception children will undertake the government baseline with the class teacher upon entry. Wow moments and key achievements will be recorded using Class Dojo (photos and videos) (individual, small group, and whole class) and shared with parents. Reception's learning journey will be displayed in a floorbook in our classroom so that children can talk about and reflect on previous learning. Children will also have access to floor books in Maths, PSHE and RE so that they can look back on and talk about experiences they have had throughout the year.