
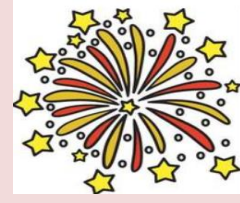






# EYFS (Reception) Curriculum Overview/Long Term Plan 2024 -2025

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>All About Me!</b> 	<b>Special Celebrations</b> 	<b>Winter Wonderland</b> 	<b>Once upon a time...</b> 	<b>The Tiny Seed</b> 	<b>Marvellous Minibeasts</b> 
<b>Focus topics</b>	Starting School Making friends Where do I live? My Family Autumn and Harvest	Autumn Nocturnal animals Light and Dark Special Celebrations Christmas	Winter Animal Hibernation Freezing and melting Where do you live? Life in the Arctic Customs around the world	Signs of Spring The Three Little Pigs Exploring materials Building houses for the Three Little Pigs Little Red Riding Hood	Exploring our school garden Planting seeds Growing flowers and vegetables Life cycles	Hunting for minibeasts Minibeast habitats Life cycles Growing and changing
<b>Key Events</b>	Settling into school Birthdays Harvest Festival	Bonfire Night Diwali Visit the Post Office Nativity Play Christmas Service in the Church	Winter Walk Chinese New Year Food tasting – different cultures Faith Week Safer Internet Day	Pancake Day World Book Day Building houses for the pigs Easter Egg Hunt Easter service in the Church	Environment week Caterpillar transformation Tadpoles in the pond	Minibeast Hunts School Trip to Carymoor Transition to year 1
<b>Talk Through Stories Texts</b>	Five minute's Peace  Farmer Duck  Elmer	Room on the Broom  Owl Babies  The Squirrels who Squabbled	One Snowy Night  Lost and Found  Can't you Sleep Little Bear?	On the Way Home  George and the Dragon  Alien's Love Underpants	Supertato  The Extraordinary Gardener  Ruby's Worry	Handa's Hen  Ravi's Roar  Gigantasaurus
<b>Literacy Tree texts</b>	Where the Wild Things Are	I am Henry Finch	The Magic Paintbrush	Little Red	The Tiny Seed I will Not Ever Never Eat a Tonmato!	Anansi and the Spider Oi Frog!
<b>Other Key Texts</b>	Super Duper You The Little Red Hen	Rama and Sita The Jolly Christmas Postman Christmas Stories/Nativity story	Chinese New Year stories Jack Frost	The Three Little Pigs Once upon a Time Mr Wolf's Pancakes	The Very Hungry Caterpillar Non-fiction plant texts	The Teeny Tiny Tadpole The Bad Tempered Ladybird Non-fiction minibeast texts
<b>Literacy - Comprehension</b>	<b>Listening to stories.</b> Joining in with rhymes and showing an interest in stories with repeated language. Print around the classroom. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in conversations about stories, learning new vocabulary.	<b>Beginning to retell stories.</b> Retell stories related to events through acting/role play. Retelling stories using images. Using simple story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books.  <i>Actions to retell the story.</i> <i>Story Maps.</i>	<b>Retelling stories with the recently introduced vocabulary.</b> Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences. Read a few common exception 'red' words matched to RWI. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.	<b>Building fluency and understanding.</b> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Can explain the main events of a story and draw pictures of characters/events. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Retell a story with actions and / or picture prompts as part of a group. They develop their own narratives and explanations by connecting ideas or events. Making story books	<b>Explaining the stories they have listened to or have read themselves.</b> Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions Information leaflets about animals in the garden/plants and growing. Timeline of how plants grow.	<b>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.</b> Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.

## EYFS (Reception) Curriculum Overview/Long Term Plan 2024 -2025

<p><b>Literacy - Word Reading</b></p> <p><b>Read Write Inc Phonics</b></p>	<p><b>Linking sounds to letters.</b></p> <p><b>Phonic Sounds:</b> Follow the RWI <i>Making a Strong Start</i> document. RWI Set 1 sounds - whole class.</p> <p><b>Reading:</b> Initial sounds, oral blending with Fred Talk, CVC sounds, reciting known stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily.</p> <p>Ensure sound blending books are consistent with their developing phonic knowledge.</p>	<p><b>Begin to read words by sound-blending.</b></p> <p><b>Phonic Sounds:</b> RWI Differentiated groups/. Read set 1 sounds/blending books.</p> <p><b>Reading:</b> Blending CVC sounds with Fred Talk, rhyming, alliteration, knows that print is read from left to right.</p> <p>Spotting digraphs in words. Show children how to touch each finger as they say each sound.</p> <p>For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p><b>Introducing digraphs.</b></p> <p><b>Phonic Sounds:</b> RWI Differentiated groups. Read set 1 sounds/set 2 sounds/blending books/Ditties.</p> <p><b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.</p> <p>Provide opportunities for children to use <i>Fred Talk</i> to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p><b>Begin to read simple sentences.</b></p> <p><b>Phonic Sounds:</b> RWI Differentiated groups Read set 1 sounds/set 2 sounds./ditties/red books.</p> <p><b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p><b>Read and understand simple sentences.</b></p> <p><b>Phonic Sounds:</b> RWI Differentiated groups. Read set 1 sounds/set 2 sounds/ditties/red books/green books.</p> <p><b>Reading:</b> Non-fiction texts, Read with <i>Fred in your Head</i> and some <i>Speedy Reading</i>.</p> <p>Distinguishing capital letters and lower case letters.</p>	<p><b>Reading and understanding sentences with fluency including some common exception words.</b></p> <p><b>Phonic Sounds:</b> RWI Differentiated groups.</p> <p><b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p><b>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending;</b></p> <p><b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p>
<p><b>Literacy – Writing</b></p>	<p><b>Representing name and initial letter sounds.</b></p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Practising correct letter formation in large blank phonic books..</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Writing Names and Labels.</p> <p>Writing messages.</p> <p><b>Literacy Tree Text Outcomes</b></p> <p>Narrative, oral re-telling, labels, captions</p>	<p><b>Writing CVC words.</b></p> <p>Name writing.</p> <p>Practising correct letter formation.</p> <p>Labelling using initial sounds.</p> <p>Writing CVC words using Fred Fingers-pinch the sound.</p> <p>Retelling stories in writing area.</p> <p>Sequencing the story.</p> <p>Practising correct letter formation using RWI rhymes on RWI handwriting sheets.</p> <p><b>Literacy Tree Text Outcomes</b></p> <p>Narrative, captions, lists, thought bubbles</p>	<p><b>Caption Writing and Tricky Words.</b></p> <p>Practising correct letter formation.</p> <p>Writing some of the tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words using Fred Fingers-pinch the sound.</p> <p>Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing simple sentences in a meaningful context.</p> <p>Create a storyboard.</p> <p>Practising correct letter formation on RWI handwriting sheets.</p> <p><b>Literacy Tree Text Outcomes</b></p> <p>Narrative, oral re-telling, labels, letters</p>	<p><b>Begin to write simple sentences. 'Hold and write a sentence'.</b></p> <p>Practising correct letter formation.</p> <p>Labels with CVC, CVCC, CCVC words using Fred Fingers-pinch the sound'.</p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story pictures.</p> <p>Labels and captions.</p> <p>Write a sentence.</p> <p>Practising correct letter formation on RWI handwriting sheets.</p> <p><b>Literacy Tree Text Outcomes</b></p> <p>Narrative, alternative character version</p>	<p><b>Writing simple sentences. 'Hold and write a sentence'.</b></p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and some capital letters correctly.</p> <p>Rhyming words.</p> <p>Write 2 sentences.</p> <p>Ensuring correct letter formation on RWI handwriting sheets.</p> <p><b>Literacy Tree Text Outcomes</b></p> <p>Information posters</p> <p>Writing in role, shopping lists</p> <p>Narrative captions and sentences</p>	<p><b>Writing simple sentences and phrases that can be read by others.</b></p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Using familiar texts as a model for writing own stories.</p> <p>Write a character description.</p> <p>Write three sentences with beginning, middle and end.</p> <p>Using correct letter formation using Nelson handwriting scheme.</p> <p><b>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b></p> <p><b>Literacy Tree Text Outcomes</b></p> <p>Information booklet, captions and sentences, call and response poems</p> <p>Rhyming flip books, Rhyming narrative</p>
<p><b>Mathematics</b></p> <p><b>NCETM Mastery and White Rose</b></p>	<p><b>Mathematical experiences:</b></p> <p>Counting rhymes and songs.</p> <p>Classifying objects based on one attribute.</p> <p>Matching equal and unequal sets.</p> <p>Comparing objects and sets.</p> <p>Subitising.</p> <p>Ordering objects and sets / introduce manipulatives.</p> <p><b>Exploring the numbers 1,2,3</b></p> <p>Children should be given the opportunities to look, count and subitise the numbers 1,2 and 3.</p> <p><b>Matching, Sorting and Patterns.</b></p> <p>Opportunities at looking at different shapes, sizes, and colours of objects both man-made and natural.</p>	<p><b>1, 2, 3</b> Children should be able to show the correct number on their fingers and match numeral to correct quantity.</p> <p><b>4 and 5:</b> Children count on or back to 4 and 5. They count or subitise sets of up to 4/5 objects to find how many and make their own collections of objects. They match the number names to numerals and quantities and are able to say which sets have more and which have fewer items. They use their own mark-making to represent numbers to 4 and 5.</p> <p><b>One More and One Less:</b> Children continue to count, subitise and compare as they explore one more</p>	<p><b>Introducing Zero</b> Children will already have some practical understanding of 'nothing there' or 'all gone'. Learning that the number zero and the numeral 0 can be used to represent this.</p> <p><b>Comparing Numbers to 5</b></p> <p>Children continue to understand that when comparing numbers, one quantity can be more than, the same as, or fewer than another quantity. Children will continue to develop the understanding that all numbers are made up of smaller numbers.</p> <p>Exploring compositions of 4 and 5.</p> <p><b>Compare Mass</b> Children to have experiences of comparing heavy and</p>	<p><b>Building 9 and 10:</b> Children continue to apply the counting principles when counting to 9 and 10 (forwards and backwards). They represent 9 and 10 in different ways. Arranging 9 or 10 items in small groups will support the children to conceptually subitise these larger numbers and explore their composition.</p> <p>Children notice that a 10 frame is full when there is 10. They can use 10 frames, fingers and bead strings to subitise groups of 9 and 10.</p> <p><b>Comparing numbers to 10:</b> Children continue to make comparisons. They understand that</p>	<p><b>Building numbers beyond 10:</b> Children to build and identify numbers to 20 (and beyond) using a range of resources.</p> <p>Provide opportunities for children to recognise that the numbers 1-9 repeat after every full 10.</p> <p><b>Counting patterns beyond 10:</b> Provide regular opportunities for children to count on and back beyond 10. Provide representations which clearly show the full 10s and the part of 10.</p> <p>Children to count on and back from different starting points, to say which number comes before or after a given number.</p>	<p><b>Doubling:</b> Learning that double means 'twice as many'. Children to build doubles using real objects and mathematical equipment.</p> <p><b>Sharing and grouping:</b> Children to be given experiences of sharing equally, to recognise and make equal groups. Children to notice that there can be items left over when they share.</p> <p><b>Even and odd:</b> Children to understand that some quantities will share equally into 2 groups and some will not.</p> <p><b>Spatial reasoning (3):</b> Children understand that places and models can be replicated. Positional</p>



## EYFS (Reception) Curriculum Overview/Long Term Plan 2024 -2025

	<p>Children should be able to identify, describe the objects, match and sort into the same category. Opportunities to compare amounts and say which has more or fewer, which is taller/shorter, longer/shorter. Opportunities to make a pattern. Children should explore how to make their own repeating pattern. They should be able to complete a repeating pattern using colour, size or different sizes.</p>	<p>and one less. Children to see the link between counting forwards and the one more pattern and counting back and the one less pattern.  <b>Shapes with 4 sides:</b> Children learn that squares and rectangle have 4 straight sides and 4 corners. They begin to recognize these shapes on everyday items in the classroom and outside.  <b>Night and Day:</b> Children talk about night and day and order key events in their daily routines. They use language to describe when events happen eg., day, night, morning, afternoon, before, after, today, tomorrow. Children begin to measure time in simple ways eg. counting the number of sleeps or using timers.</p>	<p>light, using the language of heavy, heavier than, heaviest, light, lighter than and lightest.  <b>Compare Capacity:</b> Children to make direct comparisons to understand full, empty, half full, nearly full and nearly empty.  <b>Composition of 6,7 and 8</b>  Children continue to apply the counting principles when counting to 6, 7 and 8. The represent 6, 7 and 8 in different ways and can count out the required number of objects from a larger group. Arranging 6, 7 or 8 items into smaller groups to conceptually subitise and see how the numbers are made up of smaller numbers.</p>	<p>when making comparisons a set can have more items, fewer items or the same number of items.  <b>Bonds to 10:</b> Children explore number bonds to 10 using real object in different contexts.  <b>3-D Shape:</b> Children will naturally explore and manipulate 3-D shapes through their block play and modelling.  Considering which shapes roll and which shapes stack.  Introduce the names of the shapes and children to be given opportunities to explore similarities and differences.  <b>Pattern (2):</b>  Build on the pattern AB work by introducing more complex patterns. ABB, AAB, AABB, AABBB etc.</p>	<p><b>Spatial reasoning (1 and 2):</b>  Provide opportunities to select and rotate shapes to fill a given space. Children to match arrangements of shapes, prompting them to use positional language to describe where the shapes are in relation to one another.  Provide opportunities for children to explore how shapes fit together/separated to make new shapes.  <b>Adding more:</b>  Children to use real objects to see that the quantity of a group can be changed by adding more. Firstly by re-counting all the items altogether then encouraging them to count on.  <b>Taking away:</b>  Children to use real objects to see that a quantity of a group can be changed by taking items away. Firstly by counting the items at the start, and then subitise or recount to how many are left.</p>	<p>language to be used to describe where objects are in relation to other items.  <b>Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</b>  <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</b>  <b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b>  <b>Verbally count beyond 20, recognising the pattern of the counting system.</b></p>
<b>Communication and Language</b>	<p><b>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, daily story sessions, introducing key vocabulary each half term, singing, speech and language interventions, Collective Worships, class 'show and tell bag' and sharing 'Zog's Diary of adventures'.</b></p>					
	<p>Settling in activities and carpet times. Nursery rhymes. The Colour Monster – moods and feelings. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” Show and Tell bag Sharing Zog's Diary of adventures.</p>	<p>Links to festivals children's experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Show and Tell bag Sharing Zog's Diary of adventures.</p>	<p>Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news.</p>	<p>Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who... Show and Tell bag Sharing Zog's Diary of adventures.</p>	<p>Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news. Show and Tell bag Sharing Zog's Diary of adventures.</p>	<p>Able to talk about own abilities in positive way.  <b>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</b>  <b>Make comments about what they have heard and ask questions to clarify their understanding.</b>  <b>Holding conversation in back and forth exchanges with adults and peers.</b>  <b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</b>  <b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</b>  <b>Sharing experiences from their lives using full sentences including use of past, present and future tenses.</b></p>
<b>Physical Development</b>	<p><b>Cooperation and Moving Gross Motor:</b>  Squiggle while you wiggle songs</p>	<p><b>Ball Skills and Wheeled Toys Gross Motor:</b>  Ball skills- throwing and catching.</p>	<p><b>Ball Skills and Moving to Music Gross Motor:</b></p>	<p><b>Balance Gross Motor:</b></p>	<p><b>Obstacles Gross Motor:</b></p>	<p><b>Team games Gross Motor:</b></p>

## EYFS (Reception) Curriculum Overview/Long Term Plan 2024 -2025

	<p>Different ways of moving to be explored with children. Finding spaces and moving safely. Stilts in outside area. Moving through hoops. Provide a range of wheeled resources for children to balance, pull and push. Provide regular reminders about thorough handwashing and toileting. Support individual children to develop good personal hygiene.</p>	<p>Support individual children to develop good personal hygiene. Large blocks play - building – and climbing. Provide opportunities for children to, spin, rock, tilt, slide and bounce on floor mats. Balance boards in outside area Dancing and moving to music. Three wheeled pedal bikes</p>	<p>Ball skills - aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking. Jumping and Hopping Gymnastics / Balance/climbing on indoor hall apparatus. Three wheeled pedal bikes Two wheeled balance bikes</p>	<p>Balance- children moving with confidence dance related activities Obstacle activities in the garden with children moving over, under, through and around equipment. Gymnastics / Balance/climbing on indoor hall apparatus. Dancing and moving to music. Jumping, hopping and skipping. Balance bikes</p>	<p>Obstacle activities in the garden with children moving over, under, through and around equipment. Encourage children to be highly active, run and get out of breath several times every day. Dancing and moving to music. Balance bikes and scooters</p>	<p>Races / team games involving gross motor movements dance related activities. Balance bikes and scooters <b>Negotiate space and obstacles safely, with consideration for themselves and others.</b> <b>Demonstrate strength, balance and coordination when playing.</b> <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p>
	<p><b>Fine Motor:</b> Dough disco activities. Daily name writing activities. Threading, weaving, playdough, Funky Finger activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.</p>	<p><b>Fine Motor:</b> Daily name/CVC writing activities. Develop muscle tone to put pencil pressure on paper Teach and model correct letter formation. Dough Disco &amp; Funky Finger activities Threading, tearing, twisting, scrunching, cCay – hedgehog balls and pinch pots, Use tools to effect changes to materials – scissor skills. Engage children in structured activities: guide them in what to draw, and trace and copy.</p>	<p><b>Fine Motor:</b> Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Funky Finger activities. Form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.</p>	<p><b>Fine Motor:</b> Daily name/CVC/Sentence writing activities.  Encourage children to draw freely.  Threading, cutting, weaving, moon dough, playdough, Funky Finger activities.  Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>	<p><b>Fine Motor:</b> Daily name/CVC/Sentence writing activities. Encourage children to draw freely. Folding, cutting, weaving, plasticine, clay, Funky Finger activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line/circle.</p>	<p><b>Fine Motor:</b> <b>Holding a pencil effectively in preparation for fluid writing using the tripod grip.</b> cutting, weaving, plasticine, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture. Draw recognisable pictures. Build things with smaller linking blocks, such as Lego. <b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</b> <b>Use a range of small tools, including scissors, paint brushes and cutlery.</b> <b>Begin to show accuracy and care when drawing.</b></p>
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>Self-Regulation:</b> Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>* Controlling own feeling and behaviours.    * Able to concentrate on a task    * Applying personalised strategies to return to a state of calm.    * Able to ignore distractions.</p> <p>* Thinking before acting.    * Able to curb impulsive behaviours.    * Behaving in ways that are socially acceptable.    * The ability to persist and persevere.</p>					<p><b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</b> <b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</b></p>
<p><b>School Behaviour Expectations: Ready, Safe, Kind</b></p>	<p><b>Managing Self:</b> New Beginnings. Class routines and School Behaviour Expectations: Ready, Safe, Kind. See themselves as a valuable individual. Being me in my world. Supporting children to build relationships and friendships.</p>	<p><b>Managing Self:</b> Class routines and School Behaviour Expectations: Ready, Safe, Kind. Self Confidence - build constructive and respectful relationships. Getting on and falling out. How to manage different feelings. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p><b>Managing Self:</b> Good to be me. Identify and moderate their own feelings socially and emotionally. Learning about qualities and differences. Celebrating differences Encourage children to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</p>	<p><b>Managing Self:</b> Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p><b>Managing Self:</b> Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day. Winning and losing. Changing me - Look how far I've come!</p> <p><b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</b> <b>Explain the reasons for rules, know right from wrong and try to behave accordingly.</b> <b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</b></p>
<p><b>School Values for each term</b></p>						

## EYFS (Reception) Curriculum Overview/Long Term Plan 2024 -2025

	<p><b>Building Relationships:</b> Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.</p>					<p><b>Work and play cooperatively and take turns with others.</b>  <b>Form positive attachments to adults and friendships with peers.</b>  <b>Show sensitivity to their own and to others' needs.</b></p>
	<p><b>JIGSAW: Being Me in My World</b></p> <p>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><b>JIGSAW: Celebrating Differences</b></p> <p>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><b>JIGSAW: Dreams and Goals</b></p> <p>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><b>JIGSAW: Healthy Me</b></p> <p>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><b>JIGSAW: Relationships</b></p> <p>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                  Piece 5 – Falling Out and Bullying                  Piece 6 – Being the Best Friend We Can Be</p>	<p><b>JIGSAW: Changing Me</b></p> <p>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>
<p><b>Understanding the World</b></p>	<p><b>Past and Present</b></p> <p>Who is in my family?                  Sharing All About Me bags</p> <p>Talking about photos of their family – naming who they can see and of what relation they are to them.</p> <p>Sharing what they have done with their family and places they have been with their family in the past.</p> <p>Role play – home setting.</p> <p>Listen to stories about different families.</p>	<p><b>Past and Present</b></p> <p>Links to festivals: Bonfire night, Christmas.</p> <p>Children talk about special times in their lives: birthdays and family celebrations or festivals.</p> <p>Explore how toys in Christmas stockings are different to those in the past.</p> <p>Explore how people at the post office help people in Frome at Christmas time.</p>	<p><b>Past and Present</b></p> <p>How have I grown and changed?</p> <p>Share and talk about baby photos and compare to photos of now.</p> <p>What can I do now I am 4 or 5?</p> <p>Explore King Charles III and Kings or Queens in the past.</p>	<p><b>Past and Present</b></p> <p>My home today.</p> <p>Exploring Castles – do homes today look like castles? Are there some castles in the present? Who lived in a castle?</p> <p>Understanding the past through stories and storytelling.</p>	<p><b>Past and Present</b></p> <p>Looking at photos of people who help us in the past and present.</p> <p>Explore how people have changed.</p> <p>How do we know it's an old photo?</p> <p>Understanding the past through stories and storytelling.</p>	<p><b>Past and Present</b></p> <p><b>Talk about the lives of the people around them and their roles in society.</b>  <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b>  <b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>
<p><b>Understanding the World</b></p>	<p><b>People, Culture and Communities</b></p> <p>Describing their environment around them.</p> <p>Can they locate their home on google maps?</p> <p>Exploring what makes a family. The varying members of a family unit.</p>	<p><b>People, Culture and Communities</b></p> <p>Links to festivals: Bonfire night, Diwali, Christmas</p> <p>Role play – Christmas home scene.</p> <p>Cultural Events –Bonfire Night, Remembrance Sunday, Christmas, Diwali.</p> <p>Use world maps to show children where some stories are based.</p> <p>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to delivering mail.</p>	<p><b>People, Culture and Communities</b></p> <p>Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating differences.</p> <p>Describing their local habitat and a contrasting place. What are the similarities and differences?                  Exploring the Arctic.</p> <p>Significant cultural events:                  Pancake Day                  Easter                  Mother's Day</p>	<p><b>People, Culture and Communities</b></p> <p>Developing maps of the outdoor area.</p> <p>Maps of Jack's garden and the route to market. Maps from our school to Frome market.</p> <p>Maps of the wolf's journey through the wood.</p>	<p><b>People, Culture and Communities</b></p> <p>Describing the garden environment and what the animals' needs are.</p> <p>Exploring the difference between life in our town to life on a farm.</p>	<p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b></p> <p><b>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</b>  <b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</b></p>



## EYFS (Reception) Curriculum Overview/Long Term Plan 2024 -2025

<p><b>Understanding the World</b></p>						
	<p><b>The Natural World</b></p> <p>Exploring the natural world in our school garden.</p> <p>Describing what they see, hear and feel outside.</p> <p>Physical processes: bubbles and frothing</p> <p>Physical processes: mixing materials in the mud kitchen</p> <p>Seasons – Autumn – differences and changes over time in the school garden</p>	<p><b>The Natural World</b></p> <p>Seasons – Autumn – differences and changes over time – weather, day and night, animals and tree.</p> <p>Nocturnal animals –exploring animal habitats in the garden and which animals are nocturnal?</p> <p>Exploring light and dark. How can we see in the dark? Lights and lanterns,</p> <p>Exploring magnets</p>	<p><b>The Natural World</b></p> <p>Seasons – Winter – differences and changes over time – weather, animals and plants.</p> <p>Physical processes: Melting ice experiments.</p> <p>Exploring frost and snow</p> <p>Arctic animals</p> <p>Comparing the Arctic to their local environment – small world role-play.</p>	<p><b>The Natural World</b></p> <p>Seasons – Spring – differences and changes over time – weather, animals and plants.</p> <p>Explore the garden and outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Physical processes: making moon dough and play dough</p>	<p><b>The Natural World</b></p> <p>Care and concern for living things. Growing seeds – cress, flowers</p> <p>Planting and growing flowers and vegetables in the outdoor area.</p> <p>Role-play: garden centre and Greengrocers outside.</p> <p>Observing change and growth</p> <p>Looking after caterpillars. and watching the metamorphosis to butterflies,</p> <p>Pond dipping and looking closely at how tadpoles change.</p> <p>Introduce the children to recycling and how it can take care of our world.</p>	<p><b>The Natural World</b></p> <p>Exploring the similarities and differences between minibeasts.</p> <p>Looking closely at minibeasts</p> <p>Minibeast habitats in our garden and in other countries</p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Summer magic potions</p> <p><b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b></p> <p><b>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</b></p> <p><b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></p>
<p><b>Religious Education</b></p>	<p><b>Special Me</b> Awareness, Mystery and Value F1</p> <p>Who Are We?</p>	<p><b>Incarnation</b> Understanding Christianity FS2/Unit F2</p> <p>Why do Christians perform Nativity plays at Christmas? The Christmas Story</p>	<p><b>God</b> Understanding Christianity FS2</p> <p>Why is the word God so important to Christians?</p>	<p><b>Salvation</b> Understanding Christianity FS2/Unit F3</p> <p>Why do Christians put a cross in an Easter Garden?</p>	<p><b>World Faiths</b> Which stories are special and why?</p>	<p><b>World Faiths</b> Which places are special and why?</p>

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<p><b>Expressive Arts and Design</b></p>	<p><b>Creating with Materials:</b> Self portraits</p> <p>Grouping and mixing colours</p> <p>Vegetable and fruit printing</p> <p>ColOur printing patterns with Elmer</p> <p>Autumn leaf and natural patterns inspired by Goldsworthy.</p> <p>Creating leaf wands in the garden</p> <p>Discovery time - how to use the Creative area</p>	<p><b>Creating with Materials:</b> Firework pastel and chalk pictures.</p> <p>Clay pinch pot Diva lamps.</p> <p>Clay ball hedgehogs</p> <p>Firework wands</p> <p>Finger and hand printing</p> <p>Christmas decorations</p> <p>Discovery time – exploring continuous and enhanced provision in the Creative area</p>	<p><b>Creating with Materials:</b></p> <p>Winter chalk and pastel scenes and sparkly collages</p> <p>Cold colour mixing on ice</p> <p>Chinese New Year – lanterns</p> <p>Printing repeating patterns</p> <p>Listen to music and make their own dances in response.</p> <p>Discovery time – exploring continuous and enhanced provision in the Creative area</p>	<p><b>Creating with Materials:</b></p> <p>Observational Spring flower water colour painting and drawings</p> <p>Flower petal patterns</p> <p>Twisting beanstalks</p> <p>Discovery time – exploring continuous and enhanced provision in the Creative area</p>	<p><b>Creating with Materials:</b></p> <p>3D junk models</p> <p>Observational Summer flower water colour painting and drawings</p> <p>Painting in the style of Monet</p> <p>Weaving</p> <p>Discovery time – exploring continuous and enhanced provision in the Creative area</p>	<p><b>Creating with Materials:</b></p> <p>Paper plate minibeast painting and collages</p> <p>Animal prints with chosen tools and materials</p> <p>Caterpillar and bug 3D clay models</p> <p>Sun catcher butterfly collage</p> <p>Tearing paper and colour patterns in the style of Matisse – the snail</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</b></p>
<p><b>Expressive Arts and Design</b></p>	<p><b>Being Imaginative and Expressive:</b></p> <p>Singing songs and learning some familiar songs – Harvest songs.</p> <p>Role-play – home corner (enhanced with making a home, cooking, laying the table, writing menus, washing up and caring for babies)</p> <p>Outside Role Play – The Wild Things land</p> <p>Re-telling Wild Things and Little Red Hen stories with puppets.</p> <p>Discovery time – free Small world play how to choose and set up resources (eg, Little people town, dinosaurs land, trainset town) – lead by children’s own interests.</p>	<p><b>Being Imaginative and Expressive:</b></p> <p>Learning and performing Christmas songs for the Nativity Play.</p> <p>Small world – Autumn habitats and nocturnal animals</p> <p>Role-play – home corner (enhanced with birthday celebrations, writing cards, counting candles on cakes, Diwali and Christmas celebrations)</p> <p>Santa’s Workshop – writing cards and tags, wrapping presents.</p> <p>Outside roleplay – Toy shop</p>	<p><b>Being Imaginative and Expressive:</b></p> <p>Singing songs and learning some familiar songs – Winter songs.</p> <p>Chinese New Year songs .and dancing</p> <p>Role-play – home corner (enhanced with Winter clothes and foods for special celebrations)</p> <p>Outside small world icy habitats and animals</p>	<p><b>Being Imaginative and Expressive:</b></p> <p>Singing songs and learning some familiar songs – Easter songs.</p> <p>Role-play – Home corner (enhanced with caring for pets and going shopping - writing shopping lists, counting coins, purses and bags)</p> <p>Small world – Castle, Knights and dragons. Re-telling Little Red and Three Little Pigs stories in the magical forest</p> <p>Re-telling Fairy tales with puppets</p> <p>Outside Role Play –Three Little Pigs house building site</p>	<p><b>Being Imaginative and Expressive:</b></p> <p>Singing songs and learning some familiar songs – Spring/ summer songs.</p> <p>Role-play – Home corner (enhanced with dressing table, party invitations and decorations)</p> <p>Outside Role play – garden centre, greengrocers shop</p> <p>Re-telling Fairy tales with puppets Acting out The Very Hungry Caterpillar story</p>	<p><b>Being Imaginative and Expressive:</b></p> <p>Singing songs and learning some familiar songs, Minibeast songs and dance</p> <p>Role play - Small world play – minibeasts, insects habitats. Minibeast hotel</p> <p><b>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</b></p>
<p><b>Assessment</b></p>	<p>National Reception Baseline Assessment School Baseline observations RWI phonics assessments Observations on Seesaw</p> <p>Parent transition meetings (June/July)</p>	<p>Observations on Seesaw RWI phonics assessments Pupil progress meetings</p> <p>Parents evening meetings</p>	<p>Observations on Seesaw RWI phonics assessments</p>	<p>Observations on Seesaw RWI phonics assessment Pupil progress meetings</p> <p>Parents evening meetings</p>	<p>Observations on Seesaw RWI phonics assessments Foundation Stage Profile Moderation</p>	<p>Observations on Seesaw Foundation Stage Profile for Early Learning Goals End of Year Data submitted</p> <p>End of year Report to parents.</p>