

| SUBJECT | Strands of the EYFS |
|--|---|
| | <p style="text-align: center;">Topics/Themes Covered incorporate all areas of learning and include: Colour/Ourselves, Festivals, Night/Day, Space, Dinosaurs, Traditional Tales, Superheroes, Minibeasts, Animals, Seasons, Poetry and Rhyme. All curriculum areas are supported by Espresso and Busy Things</p> |
| <p>Personal, Social and Emotional Development</p> | <p><u>Making Relationships</u> Children will be supported to make effective relationships with adults and staff through:</p> <ul style="list-style-type: none"> • Circle time discussions. • Exploration of stories around relationships. • Understand that everyone is different and unique and be respectful of each other. <p><u>Self Confidence and Self-awareness</u> Children will be given opportunities to:</p> <ul style="list-style-type: none"> • Try new activities, and say why they like some activities more than others do. • Speak in a familiar group and talk about their ideas. • Choose the resources they need for their chosen activities. <p><u>Managing Feelings and Behaviour</u> Through daily 1-1 conversations and whole class discussions children will be encouraged to:</p> <ul style="list-style-type: none"> • Talk about how they and others show feelings. • Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. • Work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. |
| <p>Physical Development</p> | <p><u>Moving and Handling</u> Children will be taught the following skills during PE, and through ongoing inside and outside provision:</p> <ul style="list-style-type: none"> • To jumps off an object and land appropriately. • To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • To travel with confidence and skill around, under, over and through balancing and climbing equipment. • To show increasing control over an object in pushing, patting, throwing, catching or kicking it. • To use simple tools to effect changes to materials. • To handles tools, objects, construction and malleable materials safely and with increasing control. • To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. <p>They will have access to a range of equipment to support these skills on a daily basis.</p> <p><u>Health and Self-care</u> Children will be taught good practices with regard to cleaning their teeth, eating a well-balanced diet and how to keep emotionally healthy through a variety of stimulus. Children will be taught the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They will be taught to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> |
| <p>Communication and Language</p> | <p><u>Listening and attention</u> Children will be given opportunities to listen attentively in a range of situations. By the end of Reception they should be able to: Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><u>Understanding</u> By the end of Reception they should be able to: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>Speaking</u> By the end of Reception they should be able to:</p> |

| | |
|---|---|
| | <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> |
| <p>Literacy</p> <p>Current Schemes Letters & Sounds Penpals</p> | <p>Reading Children will be taught to:</p> <ul style="list-style-type: none"> • Sequence stories and retell them in the right order. • Read aloud in groups and in whole class situations. • identify all phase 2, 3 and 4 letter/sound correspondence. • Blend words to read if decodable. • Recognise phase 2, 3 and 4 'tricky' words. • Talk about what they have read and discuss plot, characters and make predictions. <p>Which will enable them by the end of reception to: Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.</p> <p>Writing Children will be taught to:</p> <ul style="list-style-type: none"> • Write all phase 2, 3 and 4 graphemes. • Write words, which match their spoken sounds by sounding out each word. • Write phase 2, 3 and 4 'tricky' words. • Explore different forms of writing: non-fiction, poetry, narrative, labelling, instructions. <p>Which will enable them by the end of reception to: Use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> |
| <p>Mathematics</p> | <p>Numbers Areas covered include:</p> <ul style="list-style-type: none"> • Counting objects. • Matching numeral to amount. • Ordering numbers. • Addition and subtraction to 20 and beyond when children show readiness. • Place value. • Understanding of more/less. • Counting in 2's, 5's, 10's • Solving word problems. • Recording their mathematical findings in different ways. <p>Shape Space and Measure Areas covered include:</p> <ul style="list-style-type: none"> • Using mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Describing their relative position such as 'behind' or 'next to'. • Ordering two or three items by length or height. • Ordering two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measuring short periods of time. |

| Understanding The World | <p>People and Communities</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. <p>The World</p> <ul style="list-style-type: none"> Children are taught about similarities and differences in relation to places, objects, materials and living things. Children are encouraged to talk about the features of their own immediate environment and how environments might vary from one another. Opportunities are given to make observations of animals and plants and explain why some things occur, and talk about changes. <p>Technology</p> <p>Children to be taught that a range of technology is used in places such as homes and schools. They should be given daily opportunities to select and use technology for particular purposes.</p> <p>They will use resources such as digital cameras, iPad's, video recorders, sound changes, metal detectors and graphic art programs e.g. 2 Paint a Picture</p> | | | | | | | | | | | | | |
|--|---|---|---|---|--|-----------------|------------------------|--------------|-------------|----------------|--|---|---|---|
| | <p>Expressive Arts and Design</p> <p>Exploring and Using Media and Materials</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Overview</th> <th style="width: 20%;">Lines and Marks</th> <th style="width: 20%;">Shape</th> <th style="width: 20%;">Tone</th> <th style="width: 20%;">Texture</th> </tr> </thead> <tbody> <tr> <td> <p>Experiment with a variety of media: pencils including colour, rubbers, crayons, pastels, brushes: thick/thin, felt tips, charcoal, ballpoints and chalk.</p> <p>Encourage the correct grip and use of drawing utensils including varying pressure, grip and technique for effect.</p> </td> <td> <p>Use mark making tools to draw different lines, patterns and shapes: e.g. circular shapes and a variety of horizontal and vertical lines. In addition to this, children will begin to describe them.</p> <p>Experiment with thicknesses of lines.</p> <p>Draw/ rub on a range of surfaces with a variety of media.</p> <p style="color: #e67e22;">ED/RFA Aboriginal Art – Line patterns</p> </td> <td> <p>Begin to draw and invent shapes based on the world around them.</p> <p>Looking at repeated shapes to make a pattern.</p> </td> <td> <p>Explore tone through lightness and darkness within the environment through patterns, lines and shapes.</p> </td> <td> <p style="color: #27ae60;">Explore textures through experience with their environment.</p> <p>Collection of objects and materials.</p> <p>Sort/ touch/ discuss/ introduce appropriate vocabulary.</p> </td> </tr> </tbody> </table> <p style="text-align: center;">Other areas: skills to be covered by the end of the foundation stage</p> | | | | | Overview | Lines and Marks | Shape | Tone | Texture | <p>Experiment with a variety of media: pencils including colour, rubbers, crayons, pastels, brushes: thick/thin, felt tips, charcoal, ballpoints and chalk.</p> <p>Encourage the correct grip and use of drawing utensils including varying pressure, grip and technique for effect.</p> | <p>Use mark making tools to draw different lines, patterns and shapes: e.g. circular shapes and a variety of horizontal and vertical lines. In addition to this, children will begin to describe them.</p> <p>Experiment with thicknesses of lines.</p> <p>Draw/ rub on a range of surfaces with a variety of media.</p> <p style="color: #e67e22;">ED/RFA Aboriginal Art – Line patterns</p> | <p>Begin to draw and invent shapes based on the world around them.</p> <p>Looking at repeated shapes to make a pattern.</p> | <p>Explore tone through lightness and darkness within the environment through patterns, lines and shapes.</p> |
| Overview | Lines and Marks | Shape | Tone | Texture | | | | | | | | | | |
| <p>Experiment with a variety of media: pencils including colour, rubbers, crayons, pastels, brushes: thick/thin, felt tips, charcoal, ballpoints and chalk.</p> <p>Encourage the correct grip and use of drawing utensils including varying pressure, grip and technique for effect.</p> | <p>Use mark making tools to draw different lines, patterns and shapes: e.g. circular shapes and a variety of horizontal and vertical lines. In addition to this, children will begin to describe them.</p> <p>Experiment with thicknesses of lines.</p> <p>Draw/ rub on a range of surfaces with a variety of media.</p> <p style="color: #e67e22;">ED/RFA Aboriginal Art – Line patterns</p> | <p>Begin to draw and invent shapes based on the world around them.</p> <p>Looking at repeated shapes to make a pattern.</p> | <p>Explore tone through lightness and darkness within the environment through patterns, lines and shapes.</p> | <p style="color: #27ae60;">Explore textures through experience with their environment.</p> <p>Collection of objects and materials.</p> <p>Sort/ touch/ discuss/ introduce appropriate vocabulary.</p> | | | | | | | | | | |

| | | | | | | |
|--|--|--|---|---|---|---|
| | <p><u>Digital Media</u></p> <p>Use a variety of digital technologies and sources within the area of art and design.</p> <p>Use resources such as digital cameras, video recorders, sound collectors and graphic art programmes e.g. 2 Paint a Picture.</p> | <p><u>Painting</u></p> <p>Correct use of tools and materials. This includes the handling of brushes for different techniques and effects.</p> <p>Colour recognition and the building of colour vocabulary.</p> <p>Be encouraged to use their hands, feet and fingers to create artistic effect.</p> <p>Be allowed to paint flat and upright on a variety of coloured and shaped paper.</p> <p>Mix colours using red, blue, yellow and white to make green, purple, orange, pink and brown. Use Colour Wheel http://www.colormatters.com/colortheory.html</p> <p>To use white paint to make colours lighter.</p> <p>Explore a variety of different paints e.g. powder, ready mixed, watercolour and a range of different sized brushes.</p> <p>Picture Books e.g. 'Mouse Paint' – Children's book</p> | <p><u>Printing</u></p> <p>Printing with a range of materials e.g. finger, hand, sponge, vegetables and fruit.</p> <p>Children attempt a variety of simple monoprints e.g. imprinting in malleable materials.</p> | <p><u>Textiles</u></p> <p>To describe the texture of things.</p> <p>Sort a variety of fabrics and threads for colour, texture, length, size and shape.</p> <p>Cut and shape fabric using scissors.</p> <p>Apply shapes by glue or by simple stitching.</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Experiment with fabric paints.</p> | <p><u>Collage</u></p> <p>Sorting according to colour and texture.</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Create and arrange shapes appropriately.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Work on different scales.</p> <p>Matisse – The snail</p> | <p><u>3-D</u></p> <p>To use malleable materials for a planned purpose.</p> <p>To use a rolling pin to roll out a lump of malleable material.</p> <p>To make a simple thumb pot ED/ RFA – Divali candle holder.</p> <p>To roll a ball shape and a sausage shape using their hands.</p> <p>Experiment with constructing and joining recycled, natural and manmade materials.</p> |
| | <p><u>Being Imaginative</u></p> <p>Give children opportunities through continuous provision to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Children will have music lessons with a music teacher and will be taught:</p> | | | | | |

| | | | | |
|-------------------------|---------------------------|--|---|--|
| Natural Thinkers | Aspect of learning | Autumn | Winter | Spring / Summer |
| | Tools | <p>- Whittling: (Vegetable peelers) Peel carrots /potatoes</p> <p>-Fire:</p> | <p>- Whittling: (Hacksaw/peelers) Make bug hotels and necklaces from Elder wood</p> | <p>-Sawing: (bow saw) Make wooden discs, flower press, castanets</p> |

| | | | |
|--|---|--|--|
| | <p>Wood collecting, fuel types</p> <p>Suggested links: UW –talk about fast burning and slow burning fuels, e.g. fast burning, kindling, straw, slow burn – hard wood, thicker sticks</p> | <p>-Fire: Feeding the fire, hot chocolate, charcoal collecting from the ashes</p> | <p>-Fire: cooking (dampers), mint tea, marsh mallows</p> <p>Suggested links: EAD – music. Playing castanets, What other musical instruments could we make?</p> |
| Natural investigations | <p>-Collecting: (colour/ smell/ texture) crowns, book marks, bracelets, treasure boxes</p> <p>Suggested links: UW, collect natural objects, according to texture, colour, smell etc.</p> | <p>- Snow, ice, frost -Den building for small animals (you could use teddy bears) - Mud kitchen</p> <p>Suggested links: UW – for examples of mud kitchens go to www.muddyfaces.co.uk/mud_kitchens.php</p> | <p>-Collecting, flower presses, petal perfume Classifying plants and trees -Life cycles, e.g. butterflies</p> |
| ECO | <p>-Harvesting -Clearing beds -Composting</p> | <p>-Collecting rain water -Clearing beds -Filling up compost bins</p> | <p>-Signs of Spring (photos) - Talk about not picking blossom or spring flowers -Who pollinates flowers?</p> <p>Suggested links: CL – use signs of spring to promote talk and interest</p> |
| Growing/Gardening/living things | <p>-Planting- Broad beans, parsnips, cabbage, herbs -Harvesting -Cooking</p> <p>Suggested links – PD – Health and self- care, thinking about healthy eating</p> | <p>-Protecting soil -Planning planting (crop rotation) -Indoor sowing seedlings</p> | <p>-Daisy chains -Pizza garden -Exploring flowers and plants -Mini Beast hunt -Life cycles- e.g. hatching chicks</p> |
| Natural Art | <p>-Transient Art – Look at art attack on you tube. -Make a skeleton out of leaves and sticks -Leaf printing and sculptures</p> <p>Suggested links: EAD –Explore and investigate using senses</p> | <p>-Sculpture – snowmen -Muddy masks -Flower arranging using evergreens for a xmas table decoration</p> | <p>-Painting snails -Make natural dyes -Make scent bags -Use food dyes for painting faces</p> |