



	Autumn Term Travel Through Time		Spring Term To Infinity and Beyond		Summer Term All the Worlds a Stage	
Half termly Themes:	<u>Ourselves</u> 7 weeks	<u>Seasonal Change &amp; Celebrations</u> 6.2 weeks	<u>Lost in Space</u> 5.2 weeks	<u>New life on Earth</u> 6 weeks	<u>Fairy Tale Land</u> 6 weeks	<u>Explorers</u> 7 weeks
<b>Key Learning Themes</b> The themes will be adapted at various points to allow the children's interests to flow through provision	Starting school / my new class / New Beginnings My family / PSED focus All about me - What am I good at? How have I changed? Staying healthy / Food / Human body Superheroes People who help us / Careers How do I make others feel? Being kind / staying safe	Animals and Hibernation Bonfire Night Diwali  Winter Weather / seasons Cold Places Penguins  The Nativity At the Pantomime  Christmas Lists Letters to Father Christmas	What's in space Who was Neil Armstrong? Fly me to the moon! Design your Space own transport! (moon buggy)  Where do I live Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world?  Chinese New Year	Plants & Flowers Planting seeds Life cycles Mini Beasts  The great outdoors Forest School Make a sculpture: Andy Goldsworthy  New life Down on the Farm Easter Time	Traditional Tales Old favourites Familiar tales Castles and Knights Castles – looking at the past and present. 3D model castles Paul Klee – castle and the sun Make ginger bread	The rainforest David Attenborough  Animal patterns Safari Animals and places around the world  Under the sea Marine life  Pirates
<b>Key Story Books</b>	Oliver's vegetables The little Red Hen – harvest Pumpkin soup Harry and the bucketful of Dinosaurs Simon Sock Cake Funny bones Stickman The colour Monster Fill a bucket The Lion inside Our House Little rabbit Foo Foo	Owl Babies The owl who was afraid of the dark Hodge the Hedgehog Remembrance texts Diwali - Rama and Sita Guy Fawkes and Bonfire Night. Kippers Snowy Day Poles Apart Snow ball Christmas Story / Nativity Wonky Donkey The Jolly Postman	Baby Brains QPootle story collection Bob man on the moon Beegu Space and planet information books How to catch a Star Astro Girl Aliens love underpants The Magic paint brush (Chinese New Year)	Percy the park Keeper Jaspers Beanstalk Plant Growing information books Jack and the beanstalk Stanley's Stick The Tiny Seed We're going on an egg Hunt The hungry caterpillar Super worm What the ladybird heard. We're going on a bear hunt. Spinderella	Gingerbread Man Cinderella Sleeping Beauty Little red riding hood Goldilocks Farmer Duck Hansel & Gretel The Ugly Duckling Castles and Knights fact book Sugar lump and the Unicorn	Tiddler Monkey puzzle Atlases Giraffes can't dance Snail and the whale The singing Mermaid Stories from other cultures and around the world The pirates next door Pirates love underpants
<b>Characteristic s of effective learning</b>	<b>Playing and exploring</b> – Children investigate and experience things, and 'have a go'. <b>Active learning</b> – Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. <b>Creating and thinking critically</b> – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.					
<b>OVERARCHING PRINCIPLES</b>	<b>A unique child</b> - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. <b>Positive relationships</b> -Children flourish with warm and strong relationships with all staff and parents/carers. This promotes independence. <b>Enabling environments</b> – Children learn and develop in safe and secure environments where routines are established and adults respond to individual need and passions, building upon their learning over time.					



## EYFS Curriculum Overview 2021-22

**Learning and development** – Children develop at different rates, we must be aware of who needs more support than others.  
**At Caton St Paul's we aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. We aim to provide motivating first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We work under a whole school topic umbrella however the themes will be adapted to children's interests. The provision will provide a balance of interest based, topic based and needs based activities.**

Autumn Term Travel Through Time		Spring Term To Infinity and Beyond		Summer Term All the Worlds a Stage	
<u>Ourselves</u>	<u>Seasonal Change and Celebrations</u>	<u>Lost in Space</u>	<u>New Life on Earth</u>	<u>Fairy Tale Land</u>	<u>Explorers</u>

### Communication and Language Statutory Framework

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

#### END OF YEAR EXPECTATION S ELG

##### Listening Attention and Understanding

Children at the expected level of development will:

- 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;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

##### Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

#### Communication and Language

Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions,

- Home visits
- Daily story time/ worship,
- Listening to visitors- People who help us visitors/Grandparents
- Watching Pantomime and performing in the nativity performance
- following instructions in PE
- Visiting Church/Harvest festival
- sharing circles/PHSE time
- singing songs
- making friends
- talking about familiar experiences
- group discussions
- Show and Tell

- Minibeast hunt, following instructions asking questions
- Listen with sustained interest
- Follow instructions walking to the woods
- Answer how and why questions
- Reading area/story time
- Using language well
- Ask's how and why questions...
- Retell a story with story language
- Ask questions to find out more and to check they understand what has been said to them.
- Describe events in some detail.
- Listen to and talk about stories to build familiarity and understanding.
- Learn rhymes, poems and songs.
- Show and Tell

- Discovering Passions
- Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives
- Show and tell
- Weekend news
- Discovering Passions
- Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.



## EYFS Curriculum Overview 2021-22

### Personal, Social and Emotional Development Statutory Framework

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, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p><b>END OF YEAR EXPECTATION S ELG</b></p>	<p><b>Self-regulation</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- 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.</li> </ul>		<p><b>Managing Self</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>		<p><b>Building Relationships</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>	
<p><b>Personal, Social and Emotional Development</b>  <b>Scheme (1 decision)</b></p>	<p><b>Reception will follow 1 decision along with these themes.</b></p> <p><b>Families and relationships</b> New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals</p>	<p><b>Reception will follow 1 decision along with these themes.</b></p> <p><b>Relationships</b> Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p><b>Reception will follow 1 decision along with these themes.</b></p> <p><b>Living in the wider world</b> Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them 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>Reception will follow 1 decision along with these themes.</b></p> <p><b>Living in the wider world</b> 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>Reception will follow 1 decision along with these themes.</b></p> <p><b>Health and wellbeing</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><b>Reception will follow 1 decision along with these themes.</b></p> <p><b>Health and wellbeing</b> Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>



## EYFS Curriculum Overview 2021-22

### Literacy Statutory Framework

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

END OF YEAR EXPECTATION S ELG	<p align="center"><b>Comprehension</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p align="center"><b>Word Reading</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some CE words.</li> </ul>	<p align="center"><b>Writing</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>
<p><b>Literacy Comprehension</b> (developing a passion for reading)</p>	<p>Join in with rhymes and repeated refrains, show an interest in stories and environment print. Understand it gives us meaning. Sequence parts of a familiar story, engage in conversations about stories. Retell stories through acting/images. Sequence a story – beginning, middle and end. Enjoys a range of books. Sequence familiar stories through the use of pictures to tell the story.</p> <p align="center">Recognising initial sounds.</p>	<p>Retell a story with actions or picture prompt with a group using story language. Rhyming words. Read with parents – share a story, Draw picture of the main event, character, setting. Listen and predict, responding with questions. Understand non-fiction/fiction and main points.</p>	<p>Make up stories with them as the character, record stories, read sentences made up of known words, discuss, reread books to build confidence, use vocab and forms of speech influenced by reading of books. Develop own narrative by connecting ideas and events. Share stories from other cultures</p>
<p><b>Literacy Word Reading (Phonics)</b></p>	<p><b>Reception:</b> Phonic sounds: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ll, ss Tricky words: I, to, no, go, into, the Differentiated groups by half term Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Fast recognition of sounds, rhyming. Listen to children read every week aloud Share stories about families, seasons and festivals.</p> <p align="center"><b>Pre-school</b> will share a range of stories and also explore phase one phonics, singing songs and rhymes.</p>	<p><b>Reception:</b> Phonics sounds: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo Tricky words: her, she, we, we, be, was, my, you, Differentiated groups Chd to become familiar with the above sounds. Provide children opportunity to read words containing these sounds. Smooth read sentences Read information books on space, plants and animals</p> <p align="center"><b>Pre-school</b> will share a range of stories and also explore phase one phonics, singing songs and rhymes.</p>	<p><b>Reception:</b> Phonics sounds: ar, or, ur, ow, oi, ear, air, ure, er – then phase 4 CCVC and CVCC words Tricky words: are, her, all, said, so, have, like, come, some, one, when, little, out, what Begin to internally blend, distinguish between lower and upper case, name letters of the alphabet. Read simple sentences with fluency. Reading CVCC and CCVC words confidently. Read traditional tales and stories from other cultures</p> <p align="center"><b>Pre-school</b> will share a range of stories and also explore phase one phonics, singing songs and rhymes.</p>
<p><b>Literacy Writing</b></p>	<p><b>Reception:</b> Uses dominant hand, mark making, meaning to labels and marks, shopping lists. Writing initial sounds and CVC words to label pictures Initial sounds to write family names, label maps Write own name Support writing a caption Tricky words, letter formation</p> <p><b>Pre-school and reception will:</b> Dough disco, squiggle while you wiggle, attempt to write own name, write some letters accurately.</p>	<p><b>Reception:</b> Writing tricky words, I, me, my, no, go, to the Writing CVC words/labels Begin adult guided writing in a meaningful context 3-word captions/sentences to describe animals Write simple sentences to accompany photos/life cycle etc Being to use finger spaces</p> <p><b>Pre-school and reception will:</b> Dough disco, squiggle while you wiggle, attempt to write own name, write some letters accurately. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p><b>Reception:</b> Writing for a purpose using phonetically plausible attempts at words. Develop use of finger spaces, capital letter and full stop, form lower case and capital letters Letters are formed correctly Sentences using a range of tricky words Story maps, story writing, character description Adult led writing inputs</p> <p><b>Pre-school and reception will:</b> Dough disco, squiggle while you wiggle, attempt to write own name, write some letters accurately. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>





## EYFS Curriculum Overview 2021-22

### Understanding the World Statutory Framework

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 familiarity with words that support understanding. Enriching and widening children's vocabulary will support later reading comprehension.

END OF YEAR EXPECTATIONS ELG	<b>Past and Present</b> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Recall some important narratives, characters and figures from the past encountered in books read in class and storytelling	<b>People Culture and Communities</b> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, maps; - 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; - 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>Natural World</b> Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<b>Understanding the World</b>  <b>Past and Present</b>	Children look at family photos and baby pictures and discuss changes over time. <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> </ul> Learning about Christmas: Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Look at old and new toys.	Talk about NASA and about the job of an astronaut and the moon landing, talk about significant people from the past before they were born like Neil Armstrong. <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> Visit Church for Easter service. <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community.</li> </ul>	Learn about types of castles from the past <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> Learn about life in castles and the role of Kings and queens. <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society;</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>Recall some important narratives, characters and figures from the past encountered in books read in class and storytelling</li> </ul>
<b>Understanding the World</b>  <b>People, Culture and Communities</b>	Children look at photographs and identify members of their family. <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> </ul> Learning about Diwali festival <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> Look at the ways in which we all celebrate Christmas – compare with each other. <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	Can children talk about Chinese New Year celebrations. <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	Share different cultures versions of famous fairy tales. <ul style="list-style-type: none"> <li>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li> </ul> Look at different places of worship around the world and compare it to our local Church. <ul style="list-style-type: none"> <li>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.</li> </ul> Look at different places around the world and compare them to where we live. <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, maps;</li> </ul>
<b>Understanding the World</b>  <b>The Natural World</b>	Autumn changes - observational drawings Harvest Senses walk outdoors Printing with Autumn leave/autumn trees Autumn/Winter Weather changes Looking at Ice and melting experiments <ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul> Looking at the North Pole and Artic. Use world maps to show children where some stories are based. <ul style="list-style-type: none"> <li>Recognise some environments that are different to the one in which they live.</li> </ul> Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.	Technology: Use bee-bots on simple maps. Encourage the children to use navigational language. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Go on a Walk to look for sign of changing seasons. Building a 'Bug Hotel' and mini beast hunts. Draw children's attention to the immediate environment, introducing and modelling new vocabulary. Look for children incorporating their understanding of the seasons and weather in their play.	Explore the seasonal changes. Observe different growing plants. Look at countries around the world and compare the environments to our own – look at the similarities and differences.



## EYFS Curriculum Overview 2021-22

### Expressive Arts and Design Statutory Framework

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. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

END OF YEAR EXPECTATION S ELG	<p align="center"><b>Creating with Materials</b></p> <p>Children at the expected level of development will: - 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.</p>	<p align="center"><b>Being Imaginative and Expressive</b></p> <p>Children at the expected level of development will: - 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.</p>	
<p><b>Expressive Arts and Design</b></p> <p>Creating with Materials</p>	<p align="center">Create paintings of self portraits</p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will create Rangoli patterns &amp; Mhendi patterns,</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create Diva Lamps using air drying clay and decorate them.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p>Collage owls from the owl who was afraid of the dark using different medias. Firework pictures exploring colour mixing. Christmas decorations practicing joining techniques. Christmas cards, Divas, Christmas songs</p>	<p align="center">Children will: Design a planet using printing techniques.</p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Experimenting with printing phases of different textures that match the surface of the moon</li> <li>Safely use and explore tools and materials, experimenting with texture. Use pastel colours to make planet pictures</li> <li>Safely use and explore a variety of materials, experimenting with colours. Design and build a rocket.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p>Look at space art inspired by an artist. Create their own version of Van Gogh's Starry Night painting after exploring colour mixing.</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, experimenting with colour, design, texture, form and function. Design and make moon buggy's for travelling on the moon.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Share their creations, explaining the process they have used.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Mother's Day cards and crafts Easter cards and crafts.</li> </ul>	<p>Make model castles from a variety of materials using different tools and techniques.</p> <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create animal prints Collage sea pictures using a variety of media Learn songs from other countries.</li> </ul>



<p><b>Expressive Arts and Design</b></p> <p><b>Being Imaginative and Expressive</b></p> <p><b>(Music express scheme)</b></p>	<p>Sing familiar nursery rhymes using instruments Call and response songs Tap out simple rhythms Opportunities to choose independently and listen, Small world storytelling, Role play – home corner, Puppet to retell simple stories, Simple story maps</p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul> <p>Learn and sing songs for Christmas and the nativity.</p> <ul style="list-style-type: none"> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul> <p>Diwali: The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p>	<p>Use instruments to create own space sounds Learn a space song.</p> <ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p>Role playing in the space station role play</p> <ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul> <p>Listen to Chinese music and watch Chinese dances, practise and perform.</p>	<p>Songs – traditional tales to perform Become storytellers adapting and changing traditional tales for performance Use story maps to retell traditional tales Music/songs from around the world – listen and perform</p> <ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> </ul> <p>Sing songs and role play being pirates. Retell stories in their play. Learn we're all going on a summer holiday and perform to another class.</p>
--	---	---	--

**Physical Development Statutory Framework**

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, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination 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. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

<p><b>END OF YEAR EXPECTATION S ELG</b></p>	<p><b>Gross Motor Skills</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>Demonstrate strength, balance and coordination when playing;</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>			<p><b>Fine Motor Skills</b></p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing                             <ul style="list-style-type: none"> <li>using the tripod grip in almost all cases;</li> </ul> </li> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>Begin to show accuracy and care when drawing.</li> </ul>		
<p><b>Physical Development</b></p> <p><b>Fine motor</b></p>	<p><b>Lancashire PE scheme:</b> FMS Superworm</p>	<p>Elmer Transport</p>	<p>How to catch a star Space</p>	<p>The hungry caterpillar Mini Beasts</p>	<p>Castles Seaside</p>	<p>Rumble in the jungle Jack and the Beanstalk</p>
	<p>Dough disco, Squiggle while you wiggle, playdough, cutting, threading, tweezers, chunky pencils/chalk/mark making materials Writes some letters which are recognisable but not yet formed correctly Uses loops scissors to cut around a shape, can make snips in paper with 2 holed scissors Uses a knife and fork to eat independently Draws lines and circles</p>		<p>Dough disco, squiggle while you wiggle, playdough, cutting, threading, tweezers, chunky pencils/chalk/mark making materials Can form recognisable letters where most are correctly formed Holds pencil effectively Holds scissors in one hand and uses helping hand to hold and guide paper to cut along a straight and curved shape Uses a knife and fork independently and begins to cut food by themselves Handles one handed tools and equipment with increasing control Draws recognisable pictures</p>		<p>Dough disco, playdough, cutting, threading, tweezers, chunky pencils/chalk/mark making materials Forms all letters correctly Holds pencil in a tri-grip pencil grip Uses 2-hole scissors to cut around complex shapes Uses a knife and fork independently and can cut up some food Uses one hand consistently for fine motor tasks Draws pictures which are recognisable with detailed features</p>	
<p><b>Physical Development</b></p> <p><b>Gross Motor</b></p>	<p>Throw and catch a large ball with some accuracy Experiments with different ways of moving such as running, walking, jumping Can move freely with confidence and change body shape</p>		<p>Beginning to throw a variety of objects with different throwing skills e.g. over arm, under arm, push throw Greater accuracy with ball skills such as kicking, pushing, patting, dribbling Can jump off an object and land safely using arms to stabilise and balance</p>		<p>Races/team games involving gross motor movements Runs skilfully and negotiates space, adjusting direction or speed to avoid obstacles Use climbing equipment competently and confidently Can throw objects with different throwing skills with great accuracy Can catch objects with consistency</p>	



## EYFS Curriculum Overview 2021-22

<b>Religious Education (Scheme)</b>	Harvest Time	Celebrations Christmas, Diwali	Stories Jesus Told	Easter	I am Special Jesus was Special	Special times and places
<b>Extra Enrichment Opportunities (Cultural Capital)</b>	Autumn walk around our school grounds Visitors in – Parents – Jobs Visitors - police/nurse fire station Harvest Festival Walks around the Church Sing our favourite songs	Remembrance church Service Perform in the Nativity Go to a pantomime Elf Run Christmas fair products	Create a Space art gallery Valentine's Day Chinese New Year – visitor in?	Easter Church service Egg Hunt Mother's Day Visits to Forest school to build habitats Visit a garden centre	Visit from a farmer and baby lamb Mini Beast Hunt Visit from a tractor Tadpole tank Trip to Williamson Park – animals	Visit a castle – Horton? Father's Day Storytelling session in the outdoors Pirate Party Road Safety Training
<b>Our Christian Values</b>	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
<b>Parental Involvement</b>	Home visits Stay and Play session Parent's evening Wow Moments Harvest festival service Phonics workshop Nativity		Parents evening Share learning journeys Space Art gallery for parents to visit Stay and Play session Wow Moments		Share learning journeys Reports home to parents Creative stay and play Wow Moments	
<b>Assessment opportunities</b>	Analyse nursery assessment and transition reports Baseline line assessment – school/ National baseline Start class floor book Set up Learning Journeys Phonics groupings by half term Support plans evaluated and updated Moderate baseline/end of Autumn Term judgements across classes/local schools?? Pupil progress meetings Parents evening		Analyse End of Autumn data – next steps for provision Predict % of GLD Parents evening SEN updates Moderate end of Spring judgements across classes Moderation with local schools Pupil progress meetings Phonics/number trackers		End of year data Moderation between classes Reports Pupil progress meetings Phonics/number trackers	