



	Autumn Term Dig it		Spring Term Bright Sparks		Summer Term What a wonderful world	
Half termly Themes:	<u>Marvellous Me</u> 7 weeks	<u>Fire and Ice</u> 6.4 weeks	<u>Amazing Animals</u> 5.3 weeks	<u>How does your garden grow?</u> 6 weeks	<u>Ticket to ride</u> 6 weeks	<u>Beside the seaside &amp; Pirates</u> 7 weeks
Enquiry Questions	How have you changed? – initial question How do we change? Are we all the same? What makes us different? How can we help each other?	What do we celebrate? How do we celebrate?	What is a habitat? What animal would you like to be any why? Are all the animals the same? How are we the same/different to animals?	How do plants grow? What do they need to grow? What is Easter?	How do you travel to school? Where in the world would you like to visit? How can we get there?	What can we see under the sea? What would it be like to be a pirate? Has a trip to the beach always looked the same?
Key Learning Themes <small>The themes will be adapted at various points to allow the children's interests to flow through provision</small>	Starting school / my new class / New Beginnings My family / PSED focus All about me - What am I good at? Look how we've grown - birthdays Our bodies - senses Superheroes People who help us/care for us Harvest time Diwali	Bonfire Night Remembrance  Animals and Hibernation Winter Weather / seasons Frozen planet Penguins  The Nativity At the Pantomime  Christmas Lists Letters to Father Christmas	Chinese New Year  Dinosaurs Habitats – hot and cold Life cycles New life Down on the Farm - caring for animals, use of machines.	Plants & Flowers Planting seeds Life cycles Mini Beasts  Easter Time	Where do I live What type of home do I live in? Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Design your own transport	Grace Darling – lighthouses Eric Morecambe  Where in the world shall we go  How do we care for God's wonderful world  Under the sea Marine life  Pirates
Possible Key Story Books	Stories about starting school The colour monster Harry and the bucketful of Dinosaurs collection Funnybones Cake Supertato and other superhero stories Oliver's vegetables Pumpkin soup The little red hen Diwali - Rama and Sita	The story of Guy Fawkes and bonfire night Remembrance texts The owl who was afraid of the dark Owl babies Poles apart Lost and Found The Christmas story/Nativity The jolly postman	The magic paintbrush Dinosaur information books Fantasy stories Dinosaur stomp Giganotosaurus Traditional tales The three pigs The three bears What the ladybird heard We're going on a bear hunt.	Percy the park keeper The hungry caterpillar The tiny seed Spinderella Plant information books Mini beast non-fiction books Mad about minibeasts We're going on an egg hunt	This is our house A place called home The train ride You can't take an elephant on the bus! Going on a plane Stories from other cultures and around the world What we'll build	The lighthouse keeper's lunch – stories by the same author Tiddler Shark in the park The singing Mermaid Atlases The pirates next door The night pirates Pirates love underpants



## EYFS Curriculum Overview 2022-23

<b>Characteristics of effective learning</b>	<p><b>Playing and exploring</b> – Children investigate and experience things, and ‘have a go’.</p> <p><b>Active learning</b> – Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</p> <p><b>Creating and thinking critically</b> – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>
<b>OVERARCHING PRINCIPLES</b>	<p><b>A unique child</b> - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p><b>Positive relationships</b> -Children flourish with warm and strong relationships with all staff and parents/carers. This promotes independence.</p> <p><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.</p> <p><b>Learning and development</b> – Children develop at different rates, we must be aware of who needs more support than others.</p> <p><b>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.</b></p>

### 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.

<b>END OF YEAR EXPECTATIONS ELG</b>	<p><b>Listening Attention and Understanding</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p><b>Speaking</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- 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.</li> </ul>
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<p><b>Communication and Language</b></p> <p>Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions,</p>	<ul style="list-style-type: none"> <li>• Home visits (summer 22)</li> <li>• Daily story time/ worship,</li> <li>• Listening to visitors- People who help us visitors/Grandparents</li> <li>• Watching Pantomime and performing in the nativity performance</li> <li>• following instructions in PE</li> <li>• Visiting Church/Harvest festival</li> <li>• sharing circles/PHSE time</li> <li>• singing songs</li> <li>• making friends</li> <li>• talking about familiar experiences</li> <li>• group discussions</li> <li>• Show and Tell</li> </ul>	<ul style="list-style-type: none"> <li>• Minibeast hunt, following instructions asking questions</li> <li>• Listen with sustained interest</li> <li>• Follow instructions walking to the woods</li> <li>• Answer how and why questions</li> <li>• Reading area/story time</li> <li>• Using language well</li> <li>• Ask's how and why questions...</li> <li>• Retell a story with story language</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Describe events in some detail.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Show and Tell</li> </ul>	<ul style="list-style-type: none"> <li>• Discovering Passions</li> <li>• 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</li> <li>• Show and tell</li> <li>• Weekend news</li> <li>• 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.</li> </ul>
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## EYFS Curriculum Overview 2022-23

### 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 EXPECTATIONS 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></p> <p><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 losing 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 2022-23

### 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).

<b>END OF YEAR EXPECTATIONS ELG</b>	<b>Comprehension</b> Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	<b>Word Reading</b> Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some CE words.	<b>Writing</b> Children at the expected level of development will: - 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; - Write simple phrases and sentences that can be read by others.
<b>Literacy Comprehension</b> (developing a passion for reading)	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. Recognising initial sounds.	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.	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
<b>Literacy Word Reading (Phonics)</b>	<b>Reception:</b> Phonic sounds: s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,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.  <b>Pre-school</b> will share a range of stories and also explore phase one phonics, singing songs and rhymes.	<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 plants and animals  <b>Pre-school</b> will share a range of stories and also explore phase one phonics, singing songs and rhymes.	<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  <b>Pre-school</b> will share a range of stories and also explore phase one phonics, singing songs and rhymes.
<b>Literacy Writing</b>	<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  <b>Pre-school and reception will:</b> Dough disco, squiggle while you wiggle, attempt to write own name, write some letters accurately.	<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 <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.	<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 <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.



**Mathematics Statutory Framework**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

<p><b>END OF YEAR EXPECTATIONS ELG</b></p>	<p><b>Number</b></p> <p>Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p>		<p><b>Numerical Patterns</b></p> <p>Children at the expected level of development will: - Count confidently beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p><b>Mathematics Reception</b></p>	<p>Numbers and Place value Numbers to 5 Addition and subtraction within 5 Numbers and place value up to 8: subitising and early doubling Time Spatial thinking and shape</p>	<p>Number and place value up to 10 Subitising 2D and 3D shapes Number and place value up to 10 Early doubling Halving and sharing</p>	<p>Up to 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Number bonds Making complex patterns Find my pattern</p> <p>Up to 20 and beyond Numbers between 16-20 Halving, doubling, sharing. Odd and even numbers. Subitising. Measure - length weight capacity</p>
<p><b>Preschool</b></p>	<p>Counting songs and number games Numbers to 3 recognition and then without counting objects. Explore and create repeating patterns Talk about patterns in the environment Selects shapes for a purpose Numbers and counting within 5 Say one number for each item in order.</p>	<p>Explore 2D and 3D shapes and their properties. Representing numbers to 5 with the correct quantity. Recite numbers beyond five. Link numerals to amounts Talk about and understand positional language Compare quantities – fewer than and more than. Solve mathematical problems up to five.</p>	<p>Experiment with their own symbols and marks as well as numerals. Discuss routes using words such as in front of, behind, next to. Make comparisons between objects relating to size, length, weight and capacity. Begin to use sequential words such as first, then...</p>



## EYFS Curriculum Overview 2022-23

### 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> Talk about Bonfire Night and the Gunpowder plot. Talk about Remembrance Day 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 dinosaurs and how they lived long ago, talk about significant people – Mary Anning <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 transport 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 as a lighthouse keeper – link to Grace Darling <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>	<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. (Taj Mahl etc) <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. Use Google Earth, compare where we live to other places. <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 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking) <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.	Observe different growing plants. Changes in living things – Changes in the leaves, weather, seasons, 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 to incorporate their understanding of the seasons and weather in their play.	Comparing places on Google Earth – how are they similar/different? Environments – Features of local environment Maps of local area Technology: Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.



<ul style="list-style-type: none"> <li>Recognise some environments that are different to the one in which they live.</li> </ul> <p>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p>		<p>Look at the difference between transport in this country and one other country</p> <p>Explore the seasonal changes.</p> <p>Explore the world around us and see how it changes as we enter Summer.</p> <p>Look at countries around the world and compare the environments to our own – look at the similarities and differences.</p>
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**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

<p><b>END OF YEAR EXPECTATIONS ELG</b></p>	<p><b>Creating with Materials</b></p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design. Texture, form and function; -</li> <li>Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<p><b>Being Imaginative and Expressive</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>
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<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p>	<p>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.</li> </ul> <p>Printing:</p> <p>Children will create Rangoli patterns &amp; Mehndi patterns,</p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul> <p>Create Diva Lamps using air drying clay and decorate them.</p> <ul style="list-style-type: none"> <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.</p> <p>Firework pictures exploring colour mixing.</p> <p>Christmas decorations practicing joining techniques.</p> <p>Christmas cards, Divas,</p> <p>Christmas songs</p>	<p>Children will:</p> <p>Create their own mini beast using collage techniques.</p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul> <p>Use clay to make their own flowers, exploring the texture and pattern</p> <ul style="list-style-type: none"> <li>Safely use and explore tools and materials, experimenting with texture.</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 floral art inspired by an artist. Create their own version of Van Gogh's Sunflower painting after exploring colour mixing.</p> <p>Explore the work of Georgia O'Keeffe</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, experimenting with colour, design, texture, form and function.</li> <li>Safely use and explore a variety of materials, experimenting with colours.</li> </ul> <p>Mother's Day cards and crafts</p> <p>Easter cards and crafts.</p>	<p>Make models of different transport 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.</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.</li> </ul> <p>Focus on tones – shading sea pictures using a variety of shells and sea creatures</p> <p>Learn songs from other countries.</p>
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<p><b>Expressive Arts and Design</b></p> <p>Being Imaginative and Expressive</p> <p>(Music express scheme)</p>	<p>Sing familiar nursery rhymes using instruments</p> <p>Call and response songs</p> <p>Tap out simple rhythms</p> <p>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:</p> <p>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 sounds</p> <p>Learn a plant rap about growing plants.</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 garden centre</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</p> <p>Become storytellers adapting and changing traditional tales for performance</p> <p>Use story maps to retell traditional tales</p> <p>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>
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**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 EXPECTATIONS 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 – using the tripod grip in almost all cases;</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></p> <p>FMS</p> <p>Super worm</p>	<p>How to catch a star</p> <p>Space</p>	<p>Rumble in the jungle</p> <p>Jack and the Beanstalk</p>	<p>The hungry caterpillar</p> <p>Mini Beasts</p>	<p>Elmer</p> <p>Transport</p>	<p>Castles</p> <p>Seaside</p>	
<p><b>Physical Development</b></p> <p><b>Gross Motor</b></p>	<p>Throw and catch a large ball with some accuracy</p> <p>Experiments with different ways of moving such as running, walking, jumping</p> <p>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</p> <p>Greater accuracy with ball skills such as kicking, pushing, patting, dribbling</p> <p>Can jump off an object and land safely using arms to stabilise and balance</p>		<p>Races/team games involving gross motor movements</p> <p>Runs skilfully and negotiates space, adjusting direction or speed to avoid obstacles</p> <p>Use climbing equipment competently and confidently</p> <p>Can throw objects with different throwing skills with great accuracy</p> <p>Can catch objects with consistency</p>	





## EYFS Curriculum Overview 2022-23

<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>Possible 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 floral art gallery Valentine's Day Chinese New Year – visitor in? Visit from a farmer	Easter Church service Egg Hunt Mother's Day Visits to Forest school to build habitats Visit a garden centre Mini Beast Hunt Tadpole tank? Trip to Williamson Park – animals	Visit from a train driver/expert? Visit from a tractor Visit of a digger	Visit a seaside Father's Day Storytelling session in the outdoors Pirate Party Road Safety Training
<b>Our Christian Values</b>	Courage	Forgiveness	Friendship	Respect	Generosity	Compassion
<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 Floral 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	