EYFS – Reception – 2019/2020

Our EYFS is both adult and child led. Some topics and activities, in areas, are planned for and target specific learning whilst others follow the interests of the children and give opportunities for assessment and future planning.

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | All about Me  Starting School  Harvest | Autumn  Celebrations | Winter  Polar Lands | Our local area  Plants/Growing  Senses | Fairy tales  Bees | Seaside  Animals |
| **Personal, Social and Emotional Development**  The development of skills in PSED is fundamental to our EYFS curriculum and runs through everything we do. | - Explore new environment  - Learn new rules and routines  - Play alongside each other  - Learn to share  - Talk about own interests. | - Kindness  - Aware of actions  - Playing with others  - Feelings | - Manage own behaviour  - Increase independence  - Build friendships  - Concentration | - Friendships – taking turns  - Mothering Sunday  - Takes responsibility  - Right and Wrong  - Speak in a familiar group | Respecting myself and others  - Learning about the world and how to keep it safe  - Playing games with rules  - Listening to others | Transition to Y1  Resolve conflict  - Speak in front of the class  - Use support to find information |
| **Communication and Language**  **(ongoing – just an overview)** | - Talk about changes in environment  - Talking about me  - Role Play | - Talk about the environment  - Answer how and why questions  - Listen and concentrate  - Follow instructions  - Ask questions | - Storylines in play  - Initiating conversation with peers  - Christmas  - Asking and listening to questions | - Retell stories  - Extend vocab  - Follow story without props  - Follow instructions with 2 or more parts | - Develop own stories  - Ask how and why  Questions  - Recount what has happened  - talk about stories | - Show awareness of listener  - Use a range of vocabulary |
| **Physical Development** | - Getting ready for PE  - Awareness of others and use of space  - Zip up coat  - Hygiene – wash own hands  - Moving equipment safely  - Moving in different ways  - Handling tools with increased control.  - Lancs PE Scheme | - Gross and Fine Motor Skills  - Pencil Grip (continued)  - Show a preference for a dominant hand.  - Travelling, balancing and climbing  - Jumping off an object  - Begin to form recognisable letters  - Lancs PE Scheme | Lancs PE Scheme  - Small and Large Equipment  - Pushing, patting, throwing and catching  - Use tools to make changes  - Ball Skills  -Begin to form recognisable letters  - Continue to think about basic hygiene | Lancs PE Scheme  Apparatus  One handed tools with support  - Use a pencil and holds it effectively  - Healthy diet/exercise | Lancs PE Scheme  - Dance  - Athletics (Sports Day)  - Recognise changes to self when you exercise  - Hopping and skipping  - Using a pencil to write on the line. | Lancs PE Scheme  - sports week  - Team games  - Bats and balls  - Buttons  - Hold paper when writing. |
| **Literacy** | - Introduce Phase 2 Sounds  - Hear initial sounds  - Daily opps for mark making/writing  - Little Red Hen  - Scarecrow’s Wedding  - Handle books carefully | Phase 2 sounds  - Correct letter formation  - Shared reading and writing  - Write my name  - Blending | Phase 2/3  - Writing labels, captions and phrases.  - Sequencing stories & events  - Recognise familiar words  - Write letters clearly | Phase 3  - Non- fiction books  - World Book Day  - Comprehension  - Sentence building | Phase 3/4  - Non-fiction books  - Writing sentences independently  - Read and write key words  - Read own learning  - Use new vocab  - Traditional Tales  - Characters  - Retelling stories | Phase 4  Writing sentences  Key Word Spelling  Read and Write tricky words |
| **Maths** | - Counting with numbers 1-5  - Sorting | - Comparing Groups  - One more/One less  - Time (My day)  - Length | - Number bonds to 5  - Numbers to 10  - Addition to 10 | - Patterns  - Shape and Space | - Counting on and back  - Numbers to 20  - Odds and Evens | - Doubling  - Halving/Sharing  - Weight  - Capacity |
| **The World** | - Begin to find out about ICT and technology available  - Introduce beebots  - Harvest Celebrations  - School environment and routine  - Talk about family life. | - Autumn  - Diwali  - Bonfire Night  - Christmas  - Nativity Service  - Trip to Imagine That! | - Winter  - Freezing & Melting environments  - Weather  - Care for the environment  - Chinese New Year | - Roles of people in our community  - Our local environment  Similarities and differences  - Observations of plants  - Trip to Brockholes | - Show care for living things  - Know that the environment and living things are influenced by humans  - Materials and purposes. | - Animals and their young  - Trip to Mrs Dowson’s  - Road safety – Rightstart  - Making own choices with technology  - Floating and Sinking |
| **Express Arts and Design** | - Self Portraits  - Fruit and Vegetables  - Harvest Weaving  - Exploring different media  - Mark Making  - Simple Songs - Charanga | - Christmas Cards  - Diwali lamps  - Calendars  - Bonfire dancing  - Bonfire celebrations  - Singing Songs from memory | - Cold colours  - Penguins  - Colour Mixing  - Musical Instruments | - Patterns and texture  - Instruments  - Observational Drawings | - Exploring tools  - Sing Songs | - Design and build a vehicle  - imaginative role play and movement  - Park trip |
| **RE** | - Spirituality Week  - Harvest  - I am Special | I am Special  Christmas | Stories Jesus Heard | - Friendship  - Easter | - Special Places | - Special Times |
| **British Values** | Throughout the year we promote (with additions in line with day -to-day occurrences):  - Democracy by children knowing: their views count, there is time to talk about feelings, collaborative work, turn-taking, sharing and collaboration.  - Rule of Law: understanding behaviour and its consequences, learning right from wrong, creating rules, monitors, tidying up.  - Individual Liberty: Positive sense of self, understanding of people and communities, routines, expressing feelings, reflecting on freedom of views.  - Mutual Respect and Tolerance: faiths of wider community explored, own faith, sharing, respecting, adults challenging stereotyping. | | | | | |