

Reception Long Term overview









We want children to be happy, confident and well-rounded individuals; to discover the excitement of learning, the rewards of achievement and to acquire life skills through the seven areas of learning in the EYFS. We believe in providing all children with a safe and stimulating environment that builds on each individual's needs and interests. We value the importance of both our indoor and outdoor learning environments and strive to offer children the opportunity to develop their thinking and problem-solving skills, through exploration and investigation stemming from meaningful experiences.

We believe that children should have the opportunity to learn through play, and that learning should be fun, engaging and suitably challenging. Through carefully considered provision and high-quality adult interaction based on sound knowledge and skills, wherever they are in Waycroft Academy, we encourage every child in the development of their skills, attitudes and understanding in order to help them to become confident, active members of a diverse and constantly changing society.

We want every child to look forward to coming into school and to regard it as a safe, happy and exciting place to be. Creating an effective three-way partnership between children, parents and school, we strive to create relationships that will give each child the confidence, safety and self-esteem to develop his or her talents to the full and become the best that they can be.

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	Term 1: Autumn 1 – 7 wks. Marvellous Me 	Term 2: Autumn 2 – 7 wks. Let's celebrate! 	Term 3: Spring 1 – 6 wks. Once upon a time 	Term 4: Spring 2 – 6 wks. My world, your world 	Term 5: Summer 1 – 5 wks. In the garden 	Term 6: Summer 2 – 7 wks. Oh, the places we will go! 
Early years framework						
Characteristics of Effective Learning	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Prime areas						
Communication and Language	<p>Whole EYFS Focus – CL&U is developed throughout the year through our Primary Talk strategy (do you want to do this?) and high-quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions e.g. NELI</p> <p style="text-align: center;"><u>12 Key Strategies to promote and support children's speech, language and communication development:</u></p> <p>1. Good Listening Skills, 2. Saying when you don't understand something, 3. Thinking Time, 4. Talking in a group (with an adult), 5. Using visual support for tasks and routines, 6. Targeting and praising spoken language skills, 7. Questioning, 8. Vocabulary: repetition and visual methods, 9. Modelling Language, 10. Asking for clarification, 11. Vocabulary: core and extension, 12. Talking with a partner</p>					
	<ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important. - Engage in story times. 	<ul style="list-style-type: none"> - Ask questions to find out more and to check they understand what has been said to them. - Develop social phrases. - Engage in non-fiction texts. - Engage in story times. 	<ul style="list-style-type: none"> - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives e.g. and, because, so, but etc. - Listen to and talk about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to 	<ul style="list-style-type: none"> - Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Use new vocabulary in different contexts.

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					develop a deep familiarity with new knowledge and vocabulary.	
Personal, Social and Emotional Development	<ul style="list-style-type: none"> see themselves as a valuable individual build constructive and respectful relationships express their feelings and consider the feelings of others 	<ul style="list-style-type: none"> show resilience and perseverance in the face of challenge (link to traditional stories eg: Little Red Hen, The tortoise and the Hare) identify and moderate their own feelings socially and emotionally (Link back to S-R work and Colour Monster story) think about the perspectives of others (link to stories eg: The lion inside or traditional tale the Lion and the mouse) 	<ul style="list-style-type: none"> being a safe pedestrian (Road Safety Week) – May 15th – 22nd manage their own needs and personal hygiene know and talk about the different factors that support their overall health and wellbeing including: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of ‘screen time’ having a good sleep routine 			
Physical Development – Gross motor	<p>PE - Gymnastics – Weekly PE sessions in the hall with the large apparatus – Develop climbing, crawling, balancing, jumping, rolling Warm ups – Develop running, walking, hopping, skipping, good listening and awareness of space and others.</p> <p>Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.</p>	<p>PE – Dance – Indian dance linked to Diwali celebrations – Jai Ho Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency. (Links to EAD)</p> <p>Crates play- climbing. Skipping ropes in outside area dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</p>	<p>PE – Games activities – Ball skills – sending and receiving, throwing and catching (Pairs and individual), bouncing and catching (pairs and individual) and kicking and dribbling.</p> <p>Provide a wide range of activities to support a broad range of abilities. Dance (Linked to Chinese New Year) Gymnastics / Balance. (Obstacle courses/the floors lava)</p>	<p>PE - Gymnastics – Weekly PE sessions in the hall with the large apparatus – Further develop climbing, crawling, balancing, jumping, rolling Warm ups – Develop running, walking, hopping, skipping and awareness of space and others.</p> <p>Range of throwing and catching equipment.</p> <p>Two-wheeled balance bikes and pedal bikes.</p>	<p>PE – Country dancing – Dancing with the Shands - Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency.</p> <p>Encourage children to be highly active and get out of breath several times every day. Range of throwing and catching equipment. Dance / moving to music – Play music from PE session for children to create their own dances</p>	<p>PE – Games activities – Further develop children’s ball skills – sending and receiving, throwing and catching (Pairs and individual), bouncing and catching (pairs and individual) and kicking and dribbling.</p> <p>Sports day activities</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Physical Development – Fine motor	Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities.	Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put	Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form	Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil	Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and	Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form

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	Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.	pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.	effectively with comfortable grip Forms recognisable letters most correctly formed.	letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.	letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. EYFS (Reception) Curriculum Overview/Long Term Plan Begin to show accuracy and care when drawing.
Specific areas						
Literacy Word Reading - Phonics	Week 1-3 – Baseline Week 4 & 5 - Phase 2 – Unit 1- s a t p Week 6 & 7 - Unit 2- i n m d	Week 1 & 2 - Phase 2: Unit 3 – g o c k (and & to) Week 3 & 4 – Phase 2: Unit 4 – ck e u r (the, no, go) Week 5 & 6 – Phase 2: Unit 5 – h b f ff ll ss (l, into, her) Week 6 & 7 - Phase 3 – Unit 6 - J v w x (me, be)	Week 1 & 2 - Phase 3- Unit 7 – y, z, qu (he, my, by, she) Week 3 & 4 – Phase 3 – Unit 8 – ch, sh, th, ng (they) Week 5 & 6 – Phase 3 – Unit 9 – ai, ee, igh, oa (we, are)	Week 1 - Phase 3 -Unit 9 (continued) – oo, oo (we, are) Week 2 & 3- Phase 3 – Unit 10 – ar, or, ur, ow (you) Week 4 – Phase 3 Unit 10 (continued) – oi (you) Week 5 & 6 – ear, air, ure, er (all, was, live, give)	Week 1 - Phase 4 – Adjacent consonants (cvcc) Week 2 - Phase 4 – Adjacent consonants (ccvc) Week 3-5 - Phase 4 – Adjacent consonants (ccvcc, cccvc, cccvcc) Consolidate/Recap	Consolidate/Recap/Extend
Literacy Word Reading	Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily.	Blending CVC sounds, rhyming, alliteration. Knows that print is read from left to right. Spotting digraphs in words e.g. ll, ff, ss, ck etc.	Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ai’ ‘igh etc.	Story structure- beginning, middle, end. Innovating and retelling stories to an audience. Non-fiction texts.	Non-fiction texts, Internal blending, Naming letters of the alphabet.	Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Say a sound for each letter in the alphabet and at least 10 digraphs.

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	<p>Ensure books are consistent with their developing phonic knowledge.</p> <p>Knows that print is read from left to right</p>	<p>Show children how to touch each finger as they say each sound.</p> <p>For exception words such as 'the', no, go, I etc. help children identify the sound that is tricky to spell.</p>	<p>Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'boat', 'night' etc.</p>	<p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p>Distinguishing capital letters and lower-case letters.</p>	<p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Literacy Writing	<p>Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation. Oral segmenting and creating CVC words with magnetic letters</p>	<p>Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation. Oral segmenting and creating CVC words with magnetic letters Extension – writing simple CVC words</p>	<p>Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Practising correct letter formation.</p>	<p>Begin to write simple sentences. 'Hold and write a sentence'. Writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.</p>	<p>Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.</p>	<p>Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Write three sentences with beginning, middle and end. Using correct letter formation. 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.</p>
Suggested Texts	<ul style="list-style-type: none"> - The rainbow fish - It's ok to be different - The mega magic hair swap etc... - Have you filled a bucket today? - The colour monster - Owl babies - After the storm – Percy the park keeper - Leaf man - Oh no George - Silly Billy 	<ul style="list-style-type: none"> - Room on the broom - Dear Zoo/Dear Santa - Not last night, but the night before - Count to 10 with a mouse - Pumpkin soup - Stick man - Mixed - The Perfect Fit - Aliens Love Pantaclaus - Mog's Christmas Calamity - Shine - The Lion Inside Me 	<ul style="list-style-type: none"> - Bug in love - Mr Wolf's Pancakes - Goldilocks and the 3 bears - Three Little Pigs - Little Red Riding Hood - Three Billy Goats Gruff - Gruffalo's Child - Betty and the Yeti - Jack Frost - Sam's snowflake - One Snowy night - Charlie Crow in the snow - Foxes in the snow - Say hello to the snowy animals - Oi frog 	<ul style="list-style-type: none"> - Handa's surprise- Eileen Browne - My world, your world - Melanie Walsh - My daddies - Gareth Peter & Garry Parsons - All kinds of families - Sophy Henn - The great big book of families - Mary Hoffman - My mum- Anthony Browne - My dad - Anthony Browne 	<ul style="list-style-type: none"> - The Queen's hat - Titch - Superworm - Norman the slug with a silly shell - Jack and the beanstalk - What the ladybird heard - Hungry Caterpillar - Oliver's vegetables - Mad about Minibeasts - The Bad-tempered ladybird - The crunching, munching caterpillar - The Bumble bear - The garden 	<ul style="list-style-type: none"> - Billy's bucket - What the Ladybird heard at the seaside - Sharing a shell - Snail and the whale - Bathroom boogie - Kitchen disco - Only one you - Ruby's worry - Dear Teacher

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	<ul style="list-style-type: none"> - Farmer Duck - The Gruffalo - The enormous turnip 	<ul style="list-style-type: none"> - The Squirrels that Squabble - The Koala who Could - The Gunpowder plot – Guy Fawkes 		<ul style="list-style-type: none"> Owl Babies- Martin Waddell Titch- Pat Hutchins Peace at Last – Jill Murphy 5 Minutes Peace-- Jill Murphy Tiger Who Came to Tea – Judith Kerr Whatever Next? - Jill Murphy The Smeds and the Smoos – Julia Donaldson Rhinos don't Eat Pancakes- Anna Kemp 		
Suggested Maths texts	<p>Noah's Ark – Lucy Cousins</p> <p>Peace at Last – Jill Murphy</p> <p>Seaweed Soup – Stuart J Murphy</p> <p>The Button Box – Margarette S Reid</p> <p>Duck in a Truck – Jez Alborough</p> <p>Dear Zoo – Rod Campbell</p> <p>A New House for Mouse – Petr Horacek</p>	<p>Rosie's Walk – Pat Hutchins</p> <p>Me on a Map – Joan Sweeney</p> <p>Each Peach Pear Plum – Janet and Allan Ahlberg</p> <p>I'm Number One – Michel Rosen</p> <p>The Little Bear and the Wish Fish – Debi Gliori</p> <p>Three little Firefighters – Stuart J Murphy</p> <p>Circle/Triangle/Square – Mac Barnett</p> <p>Pete the Cat and his 4 Groovy Buttons – Eric Litwin</p> <p>Kipper's Birthday – Mick Inkpen</p> <p>5 Little Fiends – Sarah Dyer</p> <p>Day Monkey Night Monkey – Julia Donaldson</p> <p>Peace at Last – Jill Murphy</p> <p>Funny Bones – Janet and Allan Ahlberg</p>	<p>None the Number – Oliver Jeffers</p> <p>A Squash and a Squeeze – Julia Donaldson</p> <p>Room on the Broom – Julia Donaldson</p> <p>Anno's Counting Book – Mitsumasa Anno</p> <p>The Ugly Five – Julia Donaldson</p> <p>The Blue Balloon – Mick Inkpen</p> <p>Six Dinner Sid – Inga Moore</p> <p>Kipper' Toybox – Mick Inkpen</p> <p>What the Ladybird Heard – Julia Donaldson</p> <p>Simon Sock – Sue Hendra</p> <p>Jack and the Beanstalk</p> <p>Titch – Pat Hutchins</p>	<p>One Gorilla – Anthony Browne</p> <p>Mouse Count – Ellen Stoll Walsh</p> <p>Mouse Shapes – Ellen Stoll Walsh</p> <p>9 Naughty Kittens – Linda Jennings</p> <p>Feast for 10 – Cathryn Falwell</p> <p>Slinky Malinki Catflaps – Lunley Dodd (ordinal numbers, running total)</p>	<p>Which one doesn't belong? – Christopher Danielson</p> <p>One is a Snail, ten is a Crab – April Pulley</p> <p>20 big trucks in the middle of the street – Mark Lee</p> <p>10 on a Train – John O'Leary</p> <p>Jack the Builder – Stuart J Murphy</p> <p>The Real Princess – Brenda Williams</p> <p>Grampa's Quilt – Betsy Franco</p> <p>Mr Gumpy's Outing – John Burningham</p> <p>Quack and Count – Keith Baker</p> <p>Mouse Count – Ellen Stoll Walsh</p> <p>Better Move on, Frog – Ron Maris (counting in 2s)</p>	<p>Billy' Bucket – Kes Grey</p> <p>If I built a house – Chris Van Dusen</p> <p>Mr Archimedes Bath – Pamela Allen</p> <p>In Every House on Every Street – Jess Hitchman</p> <p>The Gingerbread Man</p> <p>Rosie's Walk – Pat Hutchins</p> <p>What the Ladybird Heard – Julia Donaldson</p> <p>We're going on a bear hunt – Michael Rosen</p> <p>Little Red Riding Hood</p> <p>One Odd Day – Doris Fisher</p> <p>The Doorbell Rang– Pat Hutchins (problem solving)</p> <p>The Great Pet Sale by Mick Inkpen</p> <p>Hairy Maclary from Donaldson's Dairy – Lynley Dodd (reading numbers and counting)</p>
Mathematics	Week 1-3: Baseline, settling in, maths in routines	Week 1- 2: Representing, comparing and composition of 1, 2, 3	Week 1-3: Introducing zero Comparing numbers to 5 – more/less/the same as Composition of 4 & 5	Week 1-3: Building 9 and 10 Comparing numbers to 10	Week 1-3: Building numbers beyond 10 Counting patterns beyond 10	Week 1-3: Doubling (Half) Sharing and grouping Even and odd

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	<p>Week 4 - 6: Matching and sorting and odd one out. Comparing amounts more/less/the same. Comparing size, mass and capacity. Copy, continue and create simple patterns - AB</p> <p>Week 7: Representing, comparing and composition of 1, 2, 3 Geometry and spatial awareness – circles and triangle Positional language Number of the week – 1, 2 then 3 (continue into T2)</p>	<p>Geometry and spatial awareness – circles and triangle Positional language Number of the week – 1, 2 then 3</p> <p>Week 3 - 5: Numbers 4 & 5 One more and one less Geometry and spatial thinking – shapes with 4 sides Measurement – time Language of time, first next, night, day, days of the week etc.</p> <p>Week 6 – 7 - Consolidation</p>	<p>Comparing mass and capacity</p> <p>Week 4-6: Numbers 6, 7 & 8 Making pairs Doubles and corresponding halves to double 5 is 10 Combining 2 groups – addition – How many altogether Length & height – language of size e.g., longer than, shorter than, the same size etc. Time – now, later, before after, soon, after that, next And use timers – how many jumps can you do before the timer runs out? Etc.</p>	<p>Number bonds to 10 3D shape – look at properties – How are they the same/different Sorting & matching Copy, continue and create patterns – ABB, AAB etc.</p> <p>Week 4 - 6: Consolidation</p>	<p>Spatial reasoning – Match, rotate, manipulate</p> <p>Week 4-6: Adding more Taking away Spatial reasoning – Compose and decompose</p>	<p>Spatial reasoning – Visualise and build</p> <p>Week 4-6: Deepening understanding Patterns and relationships Spatial reasoning - mapping</p> <p>Week 7: Year 1 prep</p>
<p>Understanding of the World</p>	<p>Talk about members of their immediate family and community. All about me bags. Name and describe people who are familiar to them. Understand the effect of changing seasons on the natural world around them. Autumn walk.</p>	<p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Diwali Birthdays Christmas Visit from the vicar – advent Halloween Visit to the church. Compare with the temple.</p>	<p>Comment on images of familiar situations in the past. Understand the effect of changing seasons on the natural world around them. Melting ice Snow Talk about the differences between materials and changes they notice (cooking – making gingerbread biscuits or playdough etc., ice and snow - winter) Homes in the past (link to three little pigs – different building materials)</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map – school environment, local area, where that sits in the bigger picture. Looking at atlases, google maps etc. Recognise some environments that are different from the one in which they live – Handa’s surprise Recognise some similarities and differences between life in this country and life</p>	<p>Explore the natural world around them. Minibeast hunt. Observations. Describe what they see, hear and feel whilst outside. Spring walks. Understand the effect of changing seasons on the natural world around them.</p>	<p>Draw information from a simple map – school environment compared to Africa. Looking at atlases, google maps etc. Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different from the one in which they live Comment on images of familiar situations in the past.</p>

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				in other countries – Handa’s surprise Recognise some environments that are different from the one in which they live		
Expressive Arts and Design	Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures. Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner. Small world play Leaf family pictures	Linking colours to festivals. Firework pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas. Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role-play – home corner (enhanced with Christmas) Indian Dance – Jai Ho – Linked to Diwali (see PE)	Winter pictures and scenes. Chinese New Year – lanterns Singing songs and learning some familiar songs – Winter songs. Role-play – Home corner (enhanced with Chinese New Year) Mud Kitchen – Chinese restaurant Small world - arctic explorer. Chinese New Year songs. Chinese New Year dancing – ribbon dance, dragon dance, fan dance etc. Making gingerbread – biscuits and salt dough props for role play Building homes (could build a bridge for Gingerbread Man to cross the river!)	Family portraits. Mixing colours and exploring textures. Building homes Role play – homes – their home and then Handa’s home Small world – family scenes, the local community, African painting Art inspired by Alma Thomas	Singing songs and learning some familiar songs – Spring songs. Role-play – garden centre. Small world play – Minibeasts and homes Making minibeasts Painting and observational drawing. Georgia O’Keeffe inspired flower paintings Country Dancing – Dancing with the Shands – (see PE)	Summer pictures. Making passports Role-play – Travel agents or Airport and aeroplane or Ice cream shop Healthy Eating collages. Art inspired by Giuseppe Arcimboldo – food collages
Artist of the term	Wassily Kandinsky – Linked to maths shapes - circles and triangles	Mondrian – Linked to Maths – Shapes with 4 sides	Andy Goldsworthy – Linked to Outdoor Curriculum	Alma Thomas – Linked to Africa and Handa’s Surprise	Georgia O’Keeffe – Flowers – Linked to ‘In the Garden’	Giuseppe Arcimboldo – Linked to food and healthy eating
Additional Curriculum Information						
Special dates	4 th Oct – Fire Safety Week Harvest Autumn/Halloween – 31/10	Bonfire Night/Fireworks Remembrance Day Anti-bullying week Diwali – 4/11/21 Christmas YR Nativity	Winter (noticing changes in the weather/trees/clothing etc....?)	Pancake Day – 1/03/22 Holi – 19/03 Mothering Sunday – 27/03 All of EYFS to create a Mother’s Day card Easter – 17/04	Spring noticing changes in the weather/trees/plants/animals being born etc....?) Queens Jubilee 03/06 – write a letter to the queen and have a jubilee party with all of EYFS!	Move up days – transition

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Enrichment	Autumn walk	Visit to church Visit from vicar – Advent Trip to post box to post Santa letters	Pantomime visit Winter walk	People who help us visitors e.g., police, paramedic etc.	Queens Jubilee 03/06 – write a letter to the queen and have a jubilee party! (Nursery and Pre-school to join) Spring walk	Sports day Picnic on the field – healthy snacks – cooking theme
British values	Democracy: -learn to respect other people – we are all special -deciding on role-play in classroom – beginning to vote and learning about democracy -Turn taking and negotiating how many children should play in a certain area at once etc.		Rule of Law: -Reflect on the positive skills we have -Recognise that we like different things and that is ‘ok.’ Learn to respect other people’s ideas -Continue to learn what is ‘right’ and ‘wrong.’	Mutual respect and tolerance of those of different faiths and beliefs: -Learn to treat others how we want to be treated -Understand that other people can feel the same or differently about something -Visit places within the wider community -Talk about home and compare and contrast different routines/celebrations – for example, birthdays. -Discuss the importance of sharing and listening to other people’s views, as well as expressing own opinions respectfully.		Individual Liberty: -Learn about how we have changed from being a baby (baby photos?) -Think about change and how it makes us feel -Think about what we are really good at -Think about what we want to improve as we move into Y1
Outdoor curriculum	Autumn walks Leaf rubbings Scavenger hunt	Mud painting	Winter walk Playing in the snow Ice/frost Andy Goldsworthy environmental art	Shelters	Spring walk Minibeast hunt Bug hotel	Shelters
Parental and Community Engagement	Stay and play - Workalong Phonics workshop	Nativity Christmas Fayre	Stay and play		Stay and play	Sports day and activities Summer fete

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