

<b>EYFS Planning Overview</b>						
<b>Area of Learning</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Focus</b>	<b>Feelings, friends and family</b>  Personal , Social, Emotional Development	<b>Fireworks, festivals and fortune</b>  Expressive Art & Design	<b>Night, noise and nocturnal animals</b>  Understanding of the World	<b>Beasts, beanstalks and broomsticks</b>  Communication & Language	<b>Leaves, life and landscapes</b>  Numeracy	<b>Water, waves and weather</b>  Literacy
<b>Trips and experiences</b>	<b>Grandparent Tea</b>	<b>Bradgate park</b>	<b>Animal Visit</b>	<b>*TBC</b>	<b>Allotment Day</b>	<b>Sea Life Centre</b>
<b>10 Books for Storytime</b>	1. The Tiger Who Came for Tea 2. The Gruffalo 3. Where the Wild Things are 4. The Three Little Pigs 5. Gorilla 6. Room on the Broom 7. The colour monster 8. The Proudest Blue 9. Oi Frog 10. Alans' big scary teeth		1. Each Peach Pear Plum 2. Kitchen disco 3. Peace at last 4. The way back home 5. We're Going On A Bear Hunt 6. Goldilocks and the Three Bears 7. Cinderella 8. The Three Billy Goats Gruff (Ladybird book) 9. Hairy Maclary 10. Little Red Riding Hood		1. Jack & the Beanstalk 2. What the ladybird heard 3. Farmer Duck 4. The Cat in the Hat 5. Smed and Smoo 6. Stuck 7. Handa's Surprise 8. The little red hen 9. Who am I 10. Chocolate cake	
<b>Traditional Rhymes</b>	This Little Piggy Diddle Diddle Dumpling Georgie Porgie Once I Caught A Fish Alive This Old Man Five Little Ducks Five Little Speckled Frogs Pat a Cake One, Two, Buckle My Shoe Rain, rain, go away	The Grand Old Duke of York I'm a Little Teapot Little Bo Peep Little Miss Muffet London Bridge Hey Diddle Diddle Hickory Dickory Dock Ring O'Roses Here We Go Round The Mulberry Bush The Queen Of Hearts Oranges and Lemons	Wind the Bobbin Up Rock a Bye Baby Five Little Monkeys Twinkle Twinkle Little Star Heads, Shoulders, Knees and Toes If You're Happy And You Know It It's Raining, It's Pouring Old King Cole Pussy Cat, Pussy Cat Sing A Song Of Sixpence	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey Hot Cross Buns Humpty Dumpty Horsey Horsey She'll Be Coming Round The Mountain	Little Boy Blue Mary Had A Little Lamb Mary, Mary, Quite Contrary Old MacDonald Had A Farm Little Tommy Tucker Pop Goes The Weasel Old Mother Hubbard Wee Willy Winky Two Little Dickie Birds Polly Put The Kettle On	Jack be nimble Jack and Jill See Saw, Margery Daw Simple Simon Three Blind Mice Frere Jacques There Was An Old Woman Who Lived in A Shoe Five Little Men In A Flying Saucer Girls And Boys come Out To Play

<b>Texts linked to Themes</b>	Rainbow Fish Supertato The Girl With Two Dads	Pumpkin Soup Rama and Sita Stick man	A Dark Dark Tale Can't you sleep little bear Owl Babies	The Three Billy Goats Gruff (Ladybird book) Goldilocks and the Three Bears Little red riding hood	TREE The Enormous Turnip The Very Hungry Caterpillar	Dear green peace Snail and the Whale Julian's a mermaid
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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.
	Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts Use new vocabulary through the day and in my play Learn rhymes, poems, and songs.					
<b>Personal, Social and Emotional Development</b>	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Understand the reason for rules and know right from wrong		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Grow in independence and know how to look after their body		Think about the perspectives of others. Manage their own needs. How to keep fit and well Transition to Year 1	
	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>					
<b>Physical Development</b>	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>					
<b>Literacy -- Writing</b>	<p>Draws the prewriting shapes</p> <p>Show a preference for a dominant hand</p>	<p>Independently segments the sounds in words to write a cvc word.</p> <p>Begins to write a simple caption with support</p>	<p>Orally rehearses and write a simple caption independently</p>	<p>Write a simple caption or phrase with cvc words.</p>	<p>Form lower-case and capital letters correctly.</p>	<p>Writes a series of short sentences that follow on from the previous one.</p> <p>Uses known letter-sound correspondences using a capital letter and full stop to demarcate sentences.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Spells phonically regular words with more than one syllable (e.g. carpet, doormat etc.)</p> <p>Begins to make suggestions how to improve their work</p>
<b>Literacy – Phonics/Reading</b>	<p><b>Set 1 CVC oral blending</b></p> <p>Read individual letters by saying the sounds for them.</p>	<p><b>Recognise &amp; read set 1 sounds CVC oral blending &amp; Segmenting</b></p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p><b>Set 2 sounds</b></p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to RWI.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, some common exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><b>Reading set 1 &amp; set 2 sounds</b></p>	<p><b>Reading set 1&amp;2 sounds</b></p> <p>Read at least 10 digraphs within short sentences.</p> <p>Reads 40 common exception words for EYFS</p>
<b>Mathematics</b>	<p>Matching. Sorting &amp; Comparing</p> <p>Numbers 1, 2, 3</p> <p>Money</p> <p>Time</p> <p>Shape</p>	<p>Numbers 4, 5, 0</p> <p>addition</p> <p>Money</p> <p>Time</p> <p>Shape</p> <p>Early doubling</p>	<p>Numbers 5, 6, 7</p> <p>Money</p> <p>Time</p> <p>Shape</p> <p>Early doubling</p>	<p>Numbers 7, 8, 9, 10</p> <p>Halving</p> <p>Doubling</p> <p>Sharing</p>	<p>Numerical Patterns</p> <p>Money, time, shape</p> <p>Halving, doubling, sharing</p> <p>Consolidation of addition and subtraction number bonds within 10.</p>	<p>Numerical Patterns</p> <p>Money, time, shape</p> <p>Halving, doubling, sharing</p> <p>Consolidation of addition and subtraction number bonds within 10</p>
<b>Understanding the World</b>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p>	<p>Recognise some environments that are different to the one in which they live.</p>	<p>Explore the natural world around them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Explore the natural world around them.</p> <p>Draw information from a simple map.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Explore the natural world around them.</p>

		<p>Recognise some similarities and differences between life in this country and life in other countries ASHA</p>				
<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>						
<p><b>Expressive Arts and Design</b></p>	<p>Develop storylines in their pretend play.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p>
<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.</p>						