

EYFS – Reception

Reception Jade and Emerald	Term 1 Autumn 1	Enquiry Theme	All About Me				
		Enquiry Question	Why am I special?				
Role play	Inside	Home corner/ cafe			Outside	GP's Surgery	

Throughout all learning, the Reception Team will ensure activities and interactions which support the Characteristics of Learning :			Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’ Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do Creating and thinking critically – thinking ; Having their own ideas; Making links; Choosing ways to do things				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Personal, Social and Emotional Development (PSED) Self-Regulation Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. ELG: Managing Self Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day. ELG: Building Relationships Play with one or more other children, extending and elaborating play ideas.	Self-Regulation Mindfulness activities – discuss how we feel before/after this activity	Self-Regulation Zones of Regulation – Green. What makes us happy?	Self-Regulation Zones of Regulation – Yellow. How do we calm ourselves?	Self-Regulation Zones of Regulation – Red. How can we calm ourselves when we are angry?	Self-Regulation Zones of Regulation – Blue. How do we feel when we are tired?	Self-Regulation Resolving conflict – model ways to calm down.	Self-Regulation Resolving conflict – How can we learn how to take turns with our friends?
	ELG: Managing Self Familiarisation activities within class.	ELG: Managing Self Why do we have rules? Create Class Charter and rules.	ELG: Managing Self We can dress and undress independently.	ELG: Managing Self We can manage own basic hygiene.	ELG: Managing Self We can follow rules without needing an adult to remind us.	ELG: Managing Self We can identify when we do and don't need help.	ELG: Managing Self We see ourselves as a valuable individual.
	ELG: Building Relationships We can join in small group play activities.	ELG: Building Relationships We can play with one or more other children.	ELG: Building Relationships We can work together to create an exciting area of learning in the classroom.	ELG: Building Relationships We are starting to understand how others may be feeling?	ELG: Building Relationships We can play with one or more other children – extending and elaborating play ideas.	ELG: Building Relationships We can find solutions to conflict.	ELG: Building Relationships We understand that we are members of a community. (11Before11)
Physical Development (PD) Fine Show a preference for a dominant hand. Use one-handed tools and	Fine We can use a knife and fork to eat our lunch.	Fine We can use a knife and fork to eat our lunch.	Fine We can show a preference for a dominant hand.	Fine We can use a comfortable grip with good control.	Fine We can use scissors correctly.	Fine We can pick up small objects using good control.	Fine We can start to form some letters correctly.
	Gross	Gross	Gross	Gross	Gross	Gross	Gross

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<p>equipment, ie, making snips in paper with scissors.</p> <p>Gross</p> <p>Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene</p>	<p>We are increasingly independent when putting on coats and doing up zips.</p>	<p>We are increasingly independent when putting on coats and doing up zips.</p>	<p>We can collaborate with others to manage large items, ie, set up obstacle course.</p>	<p>We can choose the right resources to carry out a plan.</p>	<p>We can follow a series of movements incorporating balance and grace.</p>	<p>We can follow a series of movements including hopping, skipping and jumping.</p>	<p>We are able to line up, queue and manage our personal hygiene throughout the day.</p>
<p>Communication and Language (CL)</p> <p>Listening, Attention and Understanding</p> <p>Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Speaking</p> <p>Develop social phrases. "Good morning, how are you?" Learn new vocabulary and use it throughout the day in different contexts.</p>	<p>Listening, Attention and Understanding</p> <p>We are able to listen to stories and understand what is happening with the help of pictures.</p>	<p>Listening, Attention and Understanding</p> <p>We are able to listen carefully and understand why listening is important.</p>	<p>Listening, Attention and Understanding</p> <p>We can follow an instruction made up of two parts.</p>	<p>Listening, Attention and Understanding</p> <p>We can understand 'why' questions.</p>	<p>Listening, Attention and Understanding</p> <p>We engage fully in stories within the class.</p>	<p>Listening, Attention and Understanding</p> <p>We listen carefully to rhymes and song, paying attention to how they sound.</p>	<p>Listening, Attention and Understanding</p> <p>We are able to learn rhymes, poems and songs.</p>
	<p>Speaking</p> <p>We can participate in the register and start to develop social phrases, ie, Good Morning.</p>	<p>Speaking</p> <p>We can use full sentences when talking to friends and adults.</p>	<p>Speaking</p> <p>We can use a range of social phrases throughout the day, ie, Good morning, Good afternoon.</p>	<p>Speaking</p> <p>We can ask 'Why' questions.</p>	<p>Speaking</p> <p>We are able to learn new vocabulary and use it correctly.</p>	<p>Speaking</p> <p>We can join in rhymes and song, paying attention to how they sound.</p>	<p>Speaking</p> <p>We are able to sing rhymes, poems and songs.</p>
<p>Literacy</p> <p>Word reading</p> <p>Understand the five key concepts about print:</p> <p>Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing.</p> <p>Comprehension</p> <p>Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.</p> <p>Writing</p> <p>Write some or all of their name. Write some letters accurately.</p>	<p>Core Texts: <i>Ruby's Worry</i>; <i>Colour Monster</i></p> <p>Wider reading: The Colour Monster Starts School; Owl Baby</p>						
	<p>Word reading</p> <p>We can recognize our names.</p>	<p>Word reading</p> <p>We can recognise our names.</p>	<p>Word reading</p> <p>We know that text in English move across the page (left to right)</p>	<p>Word reading</p> <p>We can recognize words with the same initial.</p>	<p>Word reading</p> <p>We can turn pages and follow the sequence of a book.</p>	<p>Word reading</p> <p>We understand that print has different purposes.</p>	<p>Word reading</p> <p>We are starting to read some letters by saying the sounds for them.</p>
	<p>Phonics Letters and Sounds- Little Wandle Phase 2</p>	<p>Phonics Letters and Sounds- Little Wandle Phase 2</p>	<p>Phonics Letters and Sounds- Little Wandle Phase 2</p>	<p>Phonics Letters and Sounds- Little Wandle Phase 2</p>	<p>Phonics Letters and Sounds- Little Wandle Phase 2</p>	<p>Phonics Letters and Sounds- Little Wandle Phase 2</p>	<p>Phonics Letters and Sounds- Little Wandle Phase 2</p>
	<p>Comprehension</p> <p>We can engage in story time.</p>	<p>Comprehension</p> <p>We can repeat words and phrases from familiar stories.</p>	<p>Comprehension</p> <p>We can ask questions about a book.</p>	<p>Comprehension</p> <p>We can make comments and share ideas about a book.</p>	<p>Comprehension</p> <p>We can develop play around favourite stories.</p>	<p>Comprehension</p> <p>We can use new vocabulary that we have learnt in a book.</p>	<p>Comprehension</p> <p>We can predict different endings to stories.</p>
	<p>Writing</p> <p>We can write some or all of our name.</p>	<p>Writing</p> <p>We can write some or all of our name</p>	<p>Writing</p> <p>We can write some or all of our name</p>	<p>Writing</p> <p>We can write some letters accurately.</p>	<p>Writing</p> <p>We can write some letters accurately.</p>	<p>Writing</p> <p>We can write some letters accurately.</p>	<p>Writing</p> <p>We can write some letters accurately.</p>
Writing	Write recognisable letters, most of which are correctly formed.						

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Foundational Skills/ Knowledge	Spell words by identifying sounds in them and representing the sounds with a letter or letters.						
Mathematics Number Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5. Numerical Patterns Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.	Number and Place Value- Numbers to 5 Addition and Subtraction- Sorting Number and Place Value- Comparing Groups Addition and Subtraction- Change within 5 Measurement- Time- My Day						
	Number We can show 'finger numbers' up to 5.		Number We can recognise up to 3 objects without having to count them individually (subitising).		Number We can link numerals and amounts up to 5.		Number We can use our own symbols to represent numbers.
	Numerical Patterns We can say one number for each item in order: 1, 2, 3, 4, 5.		Numerical Patterns We can compare quantities using language: more than, fewer than, equal to.		Numerical Patterns We can talk about and explore 2D and 3D shapes using informal mathematical language.		Numerical Patterns Recite numbers past 5 and in order to 10
	Maths- Foundational Facts Say all numbers to 10 Count to 10	Say all numbers to 10 Count to 10	Recall number bonds to 5	Recall number bonds to 5	Recall composition numbers to 5	Recall composition numbers to 5	Recall composition numbers to 5
Understanding the World Past and Present Begin to make sense of their own life story and family's history. People, Culture and Communities . Talk about members of their immediate family and community. Name and describe people who are familiar to them. The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.	Past and Present We can talk about what we did at home before we came to school.	Past and Present We understand that we belong to a family of different generations.	Past and Present We know that our parents had different types of toys and games to what we have today.	Past and Present We understand that some stories were written a long time ago.	Past and Present We know that we were once babies who grew into adults.	Past and Present We know that we will grow into adults in the future.	Past and Present We can recognise how our local area has changed.
	People, Culture and Communities We know that are joining a new school community.	People, Culture and Communities We can name and describe people who are familiar to them.	People, Culture and Communities We know that our friends come from different communities from around the world.	People, Culture and Communities We can recognise similarities and differences between different cultures.	People, Culture and Communities We can recognise some occupations within our community.	People, Culture and Communities We know how people in our community help us.	People, Culture and Communities We know that some places are special to families in our community.
	The Natural World	The Natural World	The Natural World	The Natural World	The Natural World	The Natural World	The Natural World

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	We can find natural resources in our EYFS garden.	We can group materials we find in out EYFS garden.	We know that we have five senses.	We can use one of our senses to identify / group objects.	We can use one of our senses to identify / group objects.	We can use one of our senses to identify / group objects.	We know how we can care for the natural world.
Expressive Arts and Design Creating with Materials Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore colour and colour mixing. Being Imaginative and Expressive Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.	Creating with Materials We can take part in pretend play, representing one object for another thing.	Creating with Materials We can create use continuous lines to represent objects.	Creating with Materials We are able to explore colours and mix them to create a new effect.	Creating with Materials We can show different emotions in our drawings, such as happiness and sadness.	Creating with Materials We can use blocks and construction items to create different small worlds.	Creating with Materials We can develop complex stories using small world equipment such as dolls houses.	Creating with Materials We can use drawing to represent ideas like movement or loud noises.
	Being Imaginative and Expressive We can listen to what we have heard, and respond in an expressive way.	Being Imaginative and Expressive We can take part in songs and create actions to go with them.	Being Imaginative and Expressive We can explore and engage in music making in a small group.	Being Imaginative and Expressive We understand that music can change the way that you feel.	Being Imaginative and Expressive We can create our own songs or improvise ones that we know.	Being Imaginative and Expressive We can share our feelings about watching a dance performance.	Being Imaginative and Expressive We can sing a song within the correct pitch of tone.
Specific progression subjects for school curriculum continuation							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Music Kapow: Exploring Sounds Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment	Explore using voices to make a variety of sounds	Use bodies to make sounds	Explore sounds of different instruments	Identify sounds in the environment and differentiate between them	Use voices to imitate nature sounds	Harvest songs	Diwali song
Computing Rising Stars- Switched On ICT EYFS	Unit 1 We have confidence Recording and playing back sounds		Unit 2 We can take turns Manipulating objects on a screen		Unit 3 We are successful Taking digital photographs and combining them with text and sounds		Unit 4 We have feelings Taking and displaying digital photographs
PE PE HUB Body Management Unit 1 Manipulation and Coordination	Body management Unit 1: Balance beanbags on different body parts Carry beanbags over obstacles and attempt to balance Change direction whilst balancing beanbags	Body management Unit 1: Move through hoops using a variety of movements Work with others to move through hoops Follow a pathway	Body management Unit 1: Move through hoops using a variety of movements Work with others to move through hoops Follow a pathway	Body management Unit 1: Use a variety of steps Make a bridge and crawl through tunnels Crawl and move with beanbags	Body management Unit 1: Move over and under apparatus Follow a pathway Choose different ways to move	Body management Unit 1: Name shapes Make shapes with body Join shapes together	

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	Manipulation and co-ordination Unit 1: Hold a balloon and move with hands Hit and follow a balloon Coordinate limbs to carry out movements and actions	Manipulation and co-ordination Unit 1: Hold, roll, pat and throw balls Move balls on different sides of my body Aim and roll the ball accurately	Manipulation and co-ordination Unit 1: Reproduce movements with a ball bilaterally with feet Make contact with a ball using feet and legs Kick and stop a ball with my right and left foot	Manipulation and co-ordination Unit 1: Hop, jump and step Change between hopping, jumping and stepping on cue Coordinate feet to hop, step and jump in sequence	Manipulation and co-ordination Unit 1: Explain what sending means Watch, copy and repeat methods of sending, receiving and carrying Choose how to send a piece of equipment	Manipulation and co-ordination Unit 1: Touch targets with hands and feet by coordinating limbs Slide and send a beanbag	
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RE What makes people special? How do people celebrate?	Who are our special people? Rosh Hashanah	What makes people special?	What festivals or occasions do I celebrate and how do I celebrate?		Harvest festival		Diwali- making a Diva lamp The importance of light in celebrations
PSHE and Citizenship Jigsaw- Being Me Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Know they have a right to learn and play, safely and happily	Know that some people are different from themselves	Know that hands can be used kindly and unkindly	Know special things about themselves	Know how happiness and sadness can be expressed	Know that being kind is good	
MfL Spanish							
Visitors	Buddies- see performance						
Visits	Buddies- get to know you						
REAch2's 11 before 11 Promises							