



# EYFS Curriculum Overview / Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Name /Theme</b>	Caring and Sharing Baseline	Light and Dark	Our World	Spring to Life	Once upon a Time	It's a Bugs Life
NB – Although we follow the above topics, we do depart from themes at times to follow the children's interests.						
<b>Topic Related texts</b>	Mr Wiggle Mr Waggle The Rainbow Fish The Little Red Hen  <u>Extending vocabulary</u> <i>Glum, gloomy, tearful devastated Happy, joyful, cheerful, glad , delighted</i>	Pumpkin Soup Owl Babies Whatever Next  <u>Extending vocabulary</u> <i>Delicious, tasty, delectable, disgusting, ghastly Scared, worried, anxious</i>	Handa's Surprise Lars Non - fiction books  <u>Extending vocabulary</u> <i>Scrumptious, creamy, lip-smacking, Mouth-watering, stomping, leaping, galloping introduce time conjunctions</i>	Farmer Duck What the ladybird heard Teeny Weeny Tadpole  <u>Extending vocabulary</u> <i>Exhausted, miserable, lonely, lazy, idle, devious</i>	Three Billy Goats Gruff The Gingerbread Man <small>(these may change due to children's interest and choice)</small>  <u>Extending vocabulary</u> <i>Various Story starts Grumpy Devious sly terrified shaking with fear</i>	The Very Hungry Caterpillar Non- fiction books Poetry  <u>Extending vocabulary</u> <i>Starving cosy damp crunchy luscious tasty metamorphis colourful cocoon slumber</i>
<b>Home Corner</b>	Home corner	Home corner	Smoothie Bar Chinese Restaurant	Vets Groomers	Children's Choice depending on book choice	Ice Cream Parlour
<b>Comprehension</b>	Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and English is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases use actions to retell stories	Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Begin to respond to who, where what and when questions linked to texts and illustration. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.	Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a nonfiction book is different to a fiction book. Link to play in small world and home corner	Retell stories in the correct sequence. Draw on language patterns of stories and poems, what parts or the story they liked or disliked, can identify favourite characters, events, or settings and why. Begin to independently access the features of a nonfiction book. Play influenced by experience of book innovate a well-known story with support.	Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types or text. (fiction, nonfiction, poetry) Play influenced by experience of books- gestures and actions used to act out a story, event or rhyme from text or illustrations.	Play influenced by experience of books- act out stories through role play activities, using simple props (e.g. hats, masks and clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. Talk about themes of simple texts e.g. perseverance, good V evil.

<b>Literacy Writing</b>	<b>Representing name and initial letter sounds.</b> 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. Practising correct letter formation and daily name writing	<b>Writing CVC words.</b> Name writing. Labelling Lists segmenting cvc words. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation. Begin to practise tricky word writing.	<b>Caption Writing and Tricky Words.</b> Writing some of the tricky words such as I, me, my, to, no go the like. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful contexts such as instruction writing. Begin to add adjectives and finger spaces. Practising correct letter formation.	<b>Begin to write simple sentences.</b> Hold and write a short sentence independently. Creating own story maps, writing captions and labels, writing simple descriptive sentences. Writing short sentences to accompany story maps, captions. Write a sentence Ensuring correct letter formation	<b>Writing simple sentences.</b> ‘Hold and write a sentence independently adding adjectives’. 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. Write a character description. Rhyming words. Write 2 sentences. Ensuring correct letter formation	<b>Writing simple sentences and phrases that can be read by others.</b> Story and, persuasive letter writing. Writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write three sentences with beginning, middle and end. Using correct letter formation.
<b>RWI</b>	<u>Set 1 Sounds:</u> m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k <u>Set 2 Sounds:</u> ay ee igh ow oo oo ar or air ir ou oy					
<b>Development Matters</b>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school’s phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>					
	<b>Comprehension</b>		<b>Word Reading</b>		<b>Writing</b>	
<b>ELG</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>		<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>		<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	
	<b>Match Sort and Compare</b> Colour sort, order by size, Create sorting rules	<b>Circles and triangle Compare</b> Shapes in the environment	<b>Alive in 5</b> Introduce 0 Find 0-5	<b>Length Height and Time</b> continued Talk about time	<b>To 20 and beyond</b> Build numbers beyond 10	<b>Sharing and Grouping</b> Explore sharing Sharing

<p>Maths (White Rose)</p>	<p>Compare size, mass and capacity Explore simple patterns Create simple patterns</p> <p><b>It's me 1 2 3</b> Find Subitise and represent 1 more 1 less Composition of 1 2 3</p>	<p>Describe Position</p> <p><b>Find 4 &amp; 5</b> Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5</p> <p><b>Shapes with 4 sides</b> Identify and name shapes with 4 sides Shapes in the environment</p> <p><b>My Day and Night</b></p>	<p>Subitise 0-5 Represent 0-5 1 more and 1 less</p> <p><b>Mass and Capacity</b> Compare mass Find a balance Explore capacity Compare capacity</p> <p><b>Growing 6,7,8</b> Find 6 7 &amp; 8 Represent 6 7 &amp; 8 1 more 1 less Composition of 6 7 &amp; 8 Make pairs odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising</p> <p><b>Length Height and Time</b> Explore length Compare length Explore height Compare height</p>	<p>Order and sequence time</p> <p><b>Building 9 and 10</b> Find 9 &amp; 10 Compare numbers to 10 Represent 9 &amp; 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 Make arrangements to 10</p> <p><b>Explore 3D Shapes</b> Recognise and explore 3D shapes Find 2d shapes within 3D Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p>Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20</p> <p><b>How Many Now</b> Add more How many did I add Take away How many did I take away</p> <p><b>Manipulate, Compose, Decompose</b> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes</p>	<p>Explore Grouping Grouping Even and odd sharing Play with and build doubles</p> <p><b>Visualise build and Map</b> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate build scenes and constructions Visualise from different positions Describe positions Give instructions to build</p> <p><b>Make connections</b> Deepen understanding Patterns and Understanding</p> <p><b>Consolidation</b></p>
<p><b>Development Matters</b></p>	<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Subitise.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Count beyond ten.</li> <li>Compare numbers.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10.</li> <li>Automatically recall number bonds for numbers 0–10.</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>Continue, copy and create repeating patterns.</li> <li>Compare length, weight and capacity.</li> </ul>					
<p><b>ELG</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>			<p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>		
<p><b>Communication and Language</b></p>	<p><b>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, PSHE and RE sessions, story sessions, singing and assemblies</b></p>					
	<p>Settling in activities and carpet times. Nursery rhymes.</p>	<p>Links to festivals children's experiences, talking about shared</p>	<p>Listen to stories to build familiarity, understanding and increase vocabulary.</p>	<p>Sustained focus when listening to a story. Describing events in</p>	<p>Retelling stories with an increased knowledge of story language and</p>	<p>Able to talk about own abilities in positive way. Listen attentively and</p>

	<p>Inside Out – moods and feelings. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” Be kind, be your best be happy</p>	<p>experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news</p>	<p>Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing holiday news</p>	<p>detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news and holiday news</p>	<p>vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Begin to use recently introduced vocabulary.  Sharing Easter holiday news.</p>	<p>respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use full sentences including use of past, present and future tenses</p>
<p><b>Development Matters</b></p>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>					
	<p><b>Listening, Attention and Understanding</b></p>			<p><b>Speaking</b></p>		

<p><b>ELG</b></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>			<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 use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>		
<p><b>PSHE Kapow</b></p>	<p><b>Self Regulation My Feelings</b></p> <p><i>Feelings emotions happy sad angry calm scared loved positive miserable sorry expression</i></p>	<p><b>Building Relationships Special Relationships</b></p> <p><i>Family love special valuable enjoy different diversity unique take turns individual challenge perseverance</i></p>	<p><b>Managing Self Taking on Challenges</b></p> <p><i>Rules safe reason right wrong safe calm fair equal calm orderly challenge perseverance</i></p>	<p><b>Self Regulation Listening &amp; Following Instructions</b></p> <p><i>Listen understanding truth feelings honest challenge persevere persist team</i></p>	<p><b>Building Relationships My Family &amp; Friends</b></p> <p><i>Festival special event religion culture beliefs share polite emotions compliment appreciated support collaborate</i></p>	<p><b>Managing Self and Well Being</b></p> <p><i>Healthy exercise heart rate lungs brain breathing yoga muscles well-being sensible balanced diet superfood vitamins nutrients</i></p>
<p><b>Development Matters</b></p>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs – Personal Hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- tooth brushing</li> <li>- sensible amounts of ‘screen time’</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul>					
<p><b>ELG</b></p>	<p><b>Building Relationships</b></p>		<p><b>Self-regulation</b></p>		<p><b>Managing Self</b></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>		<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>		<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>RE Kapow</b></p>	<p><b>What Makes us Special</b></p> <p><i>Different respect same special beliefs believe God proof true care community job kind</i></p>	<p><b>What are Special Times</b></p> <p><i>Celebrate respect Diwali Diya festival Hindu Rangoli pattern Christmas Christian God Jesus Nativity Decoration</i></p>	<p><b>Why are some places Special</b></p> <p><i>Community Place Respect Special Christian Bible</i></p>	<p><b>What Makes the World Special</b></p> <p><i>Nature Respect World bible Create creator creation Christian Jewish</i></p>	<p><b>Why are Some Things Special</b></p> <p><i>Special Respect Treat Christian Hindu Muslim Prayer beads Prayer Symbol Christian</i></p>	<p><b>Why are Some Stories Special</b></p> <p><i>Care Christian God Muslim Respect Bible Qur’an Character</i></p>

	<i>shepherd Christian Jesus welcome</i>		<i>Church Prayer Minbar Mosque Muslim Prayer Mat Qur'an Stand</i>	<i>Care Habitat Muslim Angel Cross Easter Tomb</i>	<i>Bible Qur'an Advent Candle Diwali Diya Festival Hanukkah Light</i>	<i>Favourite choice wise foolish Hindu seeds soil special Ganesh</i>
<b>Festivals and Celebrations</b>	Harvest Festival Bible Giving	Bonfire Night Remembrance Day Diwali Christmas	Chinese New Year Luna New Year Valentine's Day	Pancake Day Mother's Day Easter	Eid	Father's Day Celebration of My Achievements
<b>Understanding the World</b>	<b>History/</b> Belonging to a family and a school Identify members or our own family. How have I changed since I was a baby? What can I do now that I couldn't do in Nursery  <i>Days of the week Visual Timetables Yesterday, today, tomorrow, next week in the past etc.</i>	<b>History</b> The story of Albert and the WW1 Teddy, Remembrance Day Links to festivals: Diwali First Christmas, Bonfire night. Order objects from the past to today  <i>World War 1/11 Along time a go Antique New newest modern old very old</i>	<b>History</b> Can talk about what they have done with their families over Christmas?	<b>History</b>	<b>History</b> Toys from the past compare and contrast with toys of today.	<b>History</b> Discuss achievements of Figures from the past Celebration of women Draw a timeline of our time in YR What have we learned?
	<b>People Culture and Communities Geography</b> Experience the different areas of the school. Classroom outside area, playground, Forest School, Hall, library  The roles of people in our school	<b>People Culture and Communities Geography</b> Begin to describes environments from texts e.g. Forest, Farm, desert etc.	<b>People Culture and Communities Geography</b> Compare England to the Artic and Africa including animals, homes and weather. Locate on the map. Compare a child's school journey in Africa to your own journey to school in Clipston.  Draw on experiences of visiting other countries. Identify places that we have visited or heard of on the map.	<b>People Culture and Communities Geography</b> Draw information from a simple map  Discuss routes and locations, using words like in front of, behind  Using the map form the story 'what the Lady Bird Heard'  Using google maps find the school and route to Little Oxenden Farm for our school trip.  In front, behind, next to, in between, along, straight ahead/on etc.	<b>People Culture and Communities Geography</b>	<b>People Culture and Communities Geography</b> Describe the school environment and local area using what I know from <ul style="list-style-type: none"> <li>• Observation</li> <li>• Discussion</li> <li>• Maps</li> </ul> Which environment would be best for the Very Hungry Caterpillar to move to  Compare and contrast the natural world around me with different environments.

	<p><b>The Natural World</b> Forest School seasonal observations/ activities (ongoing throughout the year) To ask questions about the natural environment. To respect and care for the natural environments</p>	<p><b>The Natural World</b> To know about and recognise the signs of Autumn To know and name nocturnal and diurnal animals Hibernation and migration <i>Nocturnal diurnal hibernation migration Fox, badger, bats, human habitats</i></p>	<p><b>The Natural World</b> To know about and recognise the signs or winter Melting experiments Nonfiction Arctic and African animals. <i>Blubber, camouflage, melt, melting, freeze frozen</i></p>	<p><b>The Natural World</b> To know about and recognise the signs of spring To observe and plant vegetables To know where our food comes from Name some animals and their young Observe growth of chicks/ ducklings <i>Life cycle, hatch, chick/ duckling shoot, root, stem, Soil, chitting, sprouting, compost</i></p>	<p><b>The Natural World</b> Care and concern for living things Observe lifecycle of a frog. Forces <i>Frog spawn, tadpoles, froglets, frog, lifecycle, Push, pull</i></p>	<p><b>The Natural World</b> To know and recognise the signs of summer Observe the life cycle of a butterfly <i>caterpillar, cocoon, butterfly, exoskeleton</i></p>
<b>Development Matters</b>	<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> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <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> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>					
<b>ELG</b>	<b>Past and Present</b>		<b>People, Culture and Communities</b>		<b>The Natural World</b>	
	<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>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</li> <li>• 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.</li> <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>		<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	
	<b>Gymnastics</b>	<b>Dance</b>		<b>Circuit Training</b>	<b>Athletics</b>	<b>Invasion Games</b>

Physical Development	<b>(Gym in the Jungle)</b>  Ways of moving (crawling, rolling, walking, jumping, running, hopping, skipping, climbing), manoeuvre round, under & over objects, co-ordinate movements, balancing	<b>(Dinosaurs)</b>  Move to music, remember movements, change speed, change style, share ideas, express feelings, begin to combine simple movements	<b>Striking, Fielding &amp; Net Games (Arm Skills)</b>  Patting, rolling & bouncing large balls, move a ball using different objects, catch a range of objects, throw an object at a target, throw an object into a target	<b>(Jump! Rock 'n' Roll)</b>  Jumping jacks, jump & stop, joining jumps, rocking movements, range of rolls, sequencing activities, setting goals & personal best	<b>(Traditional Games)</b>  Running at different speeds, avoiding objects by changing direction & level, jumping long and high, jumping over objects, throwing techniques	<b>(Foot Skills)</b>  Control a ball & move it round body, move a ball in different ways, kick range of objects towards/into a target, control an incoming objects
	<b>Fine Motor:</b> Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. 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.	<b>Fine Motor:</b> Daily name/CVC writing activities./tricky word writing Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put 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.	<b>Fine Motor:</b> Daily CVC writing activities./tricky word writing Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form 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.	<b>Fine Motor:</b> Daily CVC /sentence writing activities./tricky word writing . Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.	<b>Fine Motor:</b> Daily CVC /sentence writing activities./tricky word writing . Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and 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.	<b>Fine Motor:</b> Daily CVC /sentence writing activities./tricky word writing Threading, cutting, weaving, playdough, Finger Gym activities. Form 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.
<b>Development Matters</b>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• 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, sport and swimming.</li> <li>• 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 spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li> </ul>					
	<b>Gross Motor Skills</b>			<b>Fine Motor Skills</b>		

<p><b>ELG</b></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; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>			<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>Expressive Art and Design</b></p>	<p><b>Creating with Materials:</b></p> <p>Junk modelling Self-portraits Use of the continuous provision and how to use the paint and craft areas. Autumn pictures. Leaf rubbings Mixing colours and exploring textures. clay creatures in FSch Make a home for the Little Red Hen</p>	<p><b>Creating with Materials</b></p> <p>Junk modelling Firework Art using different media Clay Diva lamps applying repeated patterns Poppy paintings use of paintbrushes Christmas arts and crafts</p>	<p><b>Creating with Materials</b></p> <p>Junk modelling Winter pictures polar bear pictures oil pastels and paint African art looking at patterns Making fruit salad linked to Hana’s Surprise. Carry basket to hold a tangerine. Chinese lanterns, fans making and painting dragons. Chinese blossom painting FSch Making bird food</p>	<p><b>Creating with Materials</b></p> <p>Junk modelling Chalk drawings of daffodils Paintings of animals Make a container to carry an egg that can survive a drop. Make a home for the various farm animals –must have a roof Easter crafts</p>	<p><b>Creating with Materials</b></p> <p>Junk modelling Painting characters from our topic ‘One upon a Time’ Artist study: Sunflowers by Vincent V.G</p>	<p><b>Creating with Materials</b></p> <p>Junk modelling Make a bug bag to carry various equipment Observational drawings of Mini-beasts and in clay, butterfly crafts symmetrical painting mini-beast craft Home corner ice cream parlour</p>
	<p><b>Being Imaginative and Expressive</b></p> <p>Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner. Small world play</p>	<p><b>Being Imaginative and Expressive</b></p> <p>Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role-play – home corner (enhanced with Christmas) Small world nocturnal and hibernating animals</p>	<p><b>Being Imaginative and Expressive</b></p> <p>Singing songs and learning some familiar songs – Role-play – Smoothie Bar and Chinese Restaurant Small world - arctic explorer and Chinese New Year</p>	<p><b>Being Imaginative and Expressive</b></p> <p>Singing songs and learning some familiar songs – Easter songs. Role-play – Vet and Groomers. Small world Farmyard</p>	<p><b>Being Imaginative and Expressive</b></p> <p>Singing songs and learning some familiar songs – Spring songs. Role-play / Small world Children’s choice depending on the book they have chosen Home corner ice cream parlour</p>	<p><b>Being Imaginative and Expressive</b></p> <p>Singing songs and learning some familiar songs Small world- the Very Hungry Caterpillar and other mini-beasts Home corner children’s choice</p>
<p><b>Development Matters</b></p>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <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>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>					
<p><b>ELG</b></p>	<p><b>Creating with Materials</b></p>			<p><b>Being Imaginative and Expressive</b></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> </ul>			<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> </ul>		

• Make use of props and materials when role playing characters in narratives and stories.

• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.