

## Early Years (Reception)

## Overview

Area of Learning	Autumn	Spring	Summer
PSED	<p>Jigsaw units - Being Me in my World, Celebrating Difference</p> <p>Getting used to being in school.</p> <p>Settling into new groups and routines.</p> <p>Learning the way to behave and follow expectations.</p>	<p>Jigsaw units - Dreams and Goals, Healthy Me</p> <p>Show confidence and the ability to stand up for own rights.</p> <p>Have an awareness of the boundaries set, and of behavioural expectations in the setting.</p> <p>Understand what is right, what is wrong, and why.</p>	<p>Jigsaw units - Relationships and Changing Me</p> <p>Learning to develop social skills, taking in turns and sharing. How to be a good friend.</p> <p>Respecting each other in class and out.</p> <p>Work as part of a group, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.</p>
Phys	<p>Gross motor skills – Games including ball games, parachute and</p> <p>Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting them.</p> <p>Use increasing control over an object, such as a ball, by touching, pushing, patting, throwing, catching or kicking it.</p> <p>Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Gross motor skills – Dance and gymnastics</p> <p>Experiment with different ways of moving.</p> <p>Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>	<p>Gross motor skills – large apparatus and athletics</p> <p>Show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing. Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>

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EAD	Exploring colours, colour mixing and using glue to create collage and models using junk. <b>Developing skills in creating pictures, painting and structures.</b>	Begin to build a repertoire of songs and dances. Explore the different sounds of instruments. Begin to move rhythmically. Create constructions, collages, painting and drawings. Use ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes. Work creatively on a large or small scale.	Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
Maths	Counting by rote to 10, then 20 and beyond. Match numbers: amounts to the number 1 – 5, then 6 – 10 and beyond. Recognize 0 – 5 then 0 – 10 and order of number. Exploring 2D and 3D shapes in the environment	Use fingers to show an amount. Use them to tell a number story to take away and add. Use language such as ‘greater’, ‘smaller’, ‘heavier’ or ‘lighter’ to compare quantities. Use everyday language related to time; order and sequence familiar events, and measure short periods of time with a non-standard unit. Recognise, create and describe patterns.	Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. Solve problems, including doubling, halving and sharing. Use everyday language to talk about size, weight, capacity, position, distance, time and money

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Literacy	<p>Introducing Letters and Sounds phonics progressing from Phase 1 to Phase 2; hearing sounds and matching to letters as we are learning. Blending a CVC word to read.</p> <p>Writing own name and labels</p> <p>Enjoying sharing stories, talking about them in sequence with puppets and role play.</p>	<p>Know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Show an understanding of the elements of stories, such as main character, sequence of events and openings.</p> <p>Begin to break the flow of speech into words.</p> <p>Write their own names and other things such as labels and captions, and begin to form simple sentences.</p>	<p>Phonic Phase 3 and 4</p> <p>Using phonic knowledge to write simple sentences that can be read by others.</p> <p>Following instructions and explaining what they are doing using more complex sentences.</p> <p>Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.</p>
CL	<p>Encouraging children to talk about what they are doing and their own experiences at school and home.</p> <p>Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems from around the world and make up their own stories, songs, rhymes and poems.</p> <p>Extend their vocabulary, exploring the meanings and sounds of new words.</p> <p>Speak clearly and audibly with confidence and control and show awareness of the listener.</p> <p>Hear and say the initial sound in words and know which letters represent some of the sounds.</p>	<p>Express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p> <p>Listen attentively in a range of situations and respond to what they hear with relevant comments.</p> <p>Follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>

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UW	<p>Festivals from around the World including Christmas, Diwali and Hanukah</p> <p>The environment around us - Exploring the EYFS area; using all the senses.</p> <p>Learning how to use the ICT equipment including the computer and mouse to click choices, IPad and BeeBots</p>	<p>Festivals from around the World including Easter</p> <p>Look at respecting similarities and differences between each other.</p> <p>Completing simple programmes on the computer and/or IPad.</p> <p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Festivals from around the World</p> <p>The world around us - Exploring the environment and the living things around us using all the senses.</p> <p>Know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur, and talk about changes.</p>

### Promoting British Values at Oughton Primary and Nursery School:

Opportunities for the promotion of British Values through the Curriculum is highlighted according to the following key:

Democracy

The Rule of Law

Individual Liberty

Mutual Respect

Tolerance of those of different faiths and beliefs

The Rule of Law is demonstrated through the school's promotion, sharing and adherence to its Behaviour Policy. Behaviour for Learning is promoted throughout the school. Classes focus on key areas, according to their BFL baseline.