

Foundation Stage Yearly Overview

This learning overview provides you with an insight into your child's learning experiences throughout their reception year. The learning opportunities will also continue to be enhanced over the year as children build upon their own unique experiences and share their ideas with their friends, as is the ethos of the EYFS. A lot of children's learning experiences are through play, investigation and active involvement. This approach, we believe, helps them to become more independent active learners.

2020-2021	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	Are we all the same? Where does our food come from? (Harvest)	What is a celebration? Why do leaves change colour? (celebrations, seasons)	Why is it cold and dark in Winter? (Seasons, melting)	Are all homes the same? (Materials/junk modelling)	What's living in our garden? (Plants/minibeasts)	What is it like beside the seaside? (Summer/ Under the Sea/ compar- ing locations)
Festivals/ celebrations/ Important days	1st to 23rd Oct—Harvest 15th Sept: Dot day 19th Sept: Talk like a Pirate Day 21st Sept: Autumn begins 20st-26th: Recycling Week 4th-10th Oct: Space Week 21st Oct: Apple Day 1st Oct: Black History Month	5th Nov: Guy Fawkes Night 10th: World Science Day 11th Nov: Remembrance Day 13th November: Diwali 15th Nov: Anti-Bullying Week 27th-5th Dec: National Tree Week 1st Dec: Advent 10th-18th Dec: Hannukah 21st: Winter Begins.	1st January: New Years Day 10th Feb: Chinese New Year 14th Feb: Valentines Day	6th Jan: Epiphany 13th Feb: Shrove Tuesday(during half term) 1st Mar: St David's Day/Shrove Tuesday 7th Mar: World Book Day 8th March: Holi 10th Mar: Mother's Day 20th Mar: Spring Begins	9th-1th April: Eid 5th Jun: Pentecost	8th Jun: World Oceans Day 13th-17th Jun: Healthy Eating Week 16th Jun: Fathers Day 21st Jun: World Music Day Sports Day
T4W Text	The Enormous Turnip	The Gingerbread Man	We're going on a Bear Hunt (stick hunt/leaf hunt)	The Three Little Pigs	The Very Hungry Caterpillar & Jaspers Beanstalk	Pirate Pete and his hunt for Treas- ure
Nature Study	Owls Apples Spiders Mushrooms hedgehogs Pumpkins	Sticks Leaves Fire Stars Darkness Robins	Winter trees Hibernation Snow and ice	Woodland animals Mud worms	Rain Spring flowers Nests Life cycles Baby animals Parts of a plant	Bees Herbs Sunshine and shadows Wind Summer Flowers
Trips, visits and experiences	Ask parents and carers to share photos and memories of the chil- dren as babies- 'Guess who?' Explore school grounds	Autumn Walk Baking bread and gingerbread Christmas Nativity Visit from Police Officer Christmas craft stay and play ses- sion	Winter Walk—Ice Bear hunt in Queen's Park Chinese New Year—Children invit- ed to wear red.	Easter craft stay and play session with parents Visit from Police Officer	Spring Walk in local park.	School trip to Farm/Cotswold Transition to Year 1 End of year picnic with parents

2020-2021	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PSED (Prime)</p>	<p>EARLY LEARNING GOALS</p> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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. 					
	<p>Throughout the year</p> <ul style="list-style-type: none"> • Stop and show me 10/tidy up music – choose it use it – put it away • Following the rules and routine of the unit throughout • Circle-time-discussions linked to topics and feelings of others. • 'Mindfulness time,' at relevant points throughout the day to reflect and calm down before learning. • Understanding different cultures and beliefs and our own British values (links to curiosity cube) • Wake and Shake set aside as part of the morning routine to get children ready for learning. • Access to 'Calm Down Box' which contains a variety of resources and activities to help children regulate their emotions 					
	<p>Settling in to our new class.</p> <p>Setting our class rules with our new teacher and our</p>	<p>Respect for others and different cultures around the World. Exploring different cultures and religions</p> <p>Anti bullying week</p> <p>Remembrance Day</p> <p>Talk about keeping safe on bonfire night</p>	<p>Looking after our local environment and wildlife.</p> <p>What to do if someone is lonely (linked to T4W)</p>	<p>Being kind to others</p> <p>Respecting other people property (children's models, toys etc)</p> <p>Kind manners</p> <p>Saying sorry when we do something wrong and asking for forgiveness.</p>	<p>Healthy eating</p> <p>Practising patience</p> <p>Making good choices</p>	<p>Transition to Y1—What will be the same/different.</p>
<p>Jigsaw Being Me in My World</p>	<p>Jigsaw Celebrating Difference</p>	<p>Jigsaw Dreams and Goals</p>	<p>Jigsaw Healthy Me</p>	<p>Jigsaw Relationships</p>	<p>Life to the Full RSE</p>	

2020-2021	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Physical (Prime)</p>	<p>EARLY LEARNING GOALS <u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> 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><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 					
	<p>Throughout the year</p> <p>Finger gym – continuous provision area in classroom for children to practise developing their fine motor skills and grip Funky fingers - fine motor challenges to complete during guided reading time Dough disco - daily before funky finger activities (Term 1 & 2) Wake and shake– daily exercises and movements to awaken the brain ready for learning Handwriting</p> <p>Health and self-care: Foster a positive attitude towards a healthy and active way of life. (daily fruit, drinking water, toileting, hand washing, putting on coats)</p>					
<p>PE Passport Locomotion 1</p>		<p>PE Passport Gymnastics</p>	<p>PE Passport Dance</p>	<p>PE Passport Stability 2</p>	<p>PE Passport Object Manipulation</p>	<p>PE Passport Net & Wall GS 1 (TT)</p>
<p>CAL (Prime)</p>	<p>EARLY LEARNING GOALS <u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking</u></p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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. 					
	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> Learn to speak with confidence during circle/carpet times Learn to listen and respond appropriately, making relevant comments, questions or actions To respond to instructions and direction through adult initiated/led and child led activities. Use appropriate story language to re-enact/re-tell simple and familiar stories. 					

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<p>Literacy (Specific)</p>	<p>EARLY LEARNING GOALS</p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • 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. • Write simple phrases and sentences that can be read by others. 					
	<p>Throughout the year</p> <ul style="list-style-type: none"> • Helicopter stories and Drawing club sessions regularly throughout the year alongside Talk for Writing approach. • Tales Toolkit writing frames to support story making • Morning task linked to handwriting/phonics (letter formation, writing CVC words, Super sentences, picture stimulus, colourful semantics) • Book Talk sessions 4x per week. • Daily story time • Library session once a week • All children are heard read 1:1 once a week by either the class teacher or TA. (On rotation) • Children take home 1 reading book matched to their phonics level and one library book per week. • Children take home a phonics pack each week which include the graphemes flashcards, letter formation sheets, and word lists to practise blending and segmenting. 					
<p>Phonics (Specific)</p>	<p>Week 1-3: Ph.1 Revisit and Review alongside base-line</p> <p>Week 4-6: Ph.2 s a t p i n m d g o c k</p>	<p>Week 7– 8: Ph.2 ck e u r h b f/ff l/l ss</p> <p>Week 9: Assess Ph.2 Consolidation</p> <p>Week 10-12: Ph.3 Cycle 1 j v w x y z zz qu ch sh th ng</p>	<p>Week 13-16: Ph.3 ai ee or oa oo ar or ur ow oi ear air ure er</p> <p>Week 17: Assess Ph.2 & 3 Consolidation</p>	<p>Week 18-25: Ph.3 Cycle 2 j v w x y z zz qu ch sh th ng ai ee or oa oo ar or ur ow oi ear air ure er</p> <p>Week 25: Assess Ph.2 & 3 Consolidation</p>	<p>Week 26-31: Phase 4 cvcc ccvc Adjacent consonants Adjacent consonants</p> <p>Week 32: Assessment of all phases</p>	<p>Phase 4 cvcc ccvc Adjacent consonants Adjacent consonants</p>

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T4W Text	The Enormous Turnip	The Gingerbread Man	We're going on a Bear Hunt	The Three Little Pigs	The Very Hungry Caterpillar	Pirate Tom and the Hunt for Treasure
T4W Hook	An enormous turnip in vegetable patch. Harvest basket of vegetables to arrive in class from the farmer	Outline of gingerbread man on tray, baking equipment, smell of ginger. What do you think has happened? Who could it be?	Bag found in classroom with binoculars, bear book, coat, umbrella, packed lunch, bear hunt diary. Who could it belong to?	Crime scene in the classroom. Children to investigate who has been in the room using clues left behind. Clues to include fur, straw, bricks, sticks, cauldron, letter from mummy pig/pig)	Real butterfly eggs to come into school which children can watch grow into butterflies. What will happen? OR Open shopping bag of fruit to find that they have been eaten through. Who could it have been? (1 apple, 2 pears, 3 plums etc). Receive some magic beans. What are they? What do we do with them?	Children to find treasure chest with map of mermaid Island.
Innovation & Invent	The Gigantic Pumpkin Characters and what is stuck	The ... Man Change characters and ending	The Polar Bear Hunt What animal to hunt, where they will go and what noise it makes.	The three little sheep Characters and what they made their house out of	TVHC—Change what they eat/Life cycle of a minibeast	Mary Anining and the Hunt for Dinosaur Fossils Change character and what they hunted for.
Possible Activities/ experiences	Name and describe animals/vegetables List words to use instead of enormous Sequence making soup pictures Shopping list Sequence instructions to make soup Make vegetable soup Vegetable tasting Vegetable printing Harvest pumpkins Scoop out pumpkins	Write a list of who saw the animals for police report Instructions Design a gingerbread man. What is the password to make it come to life? Design a waterproof outfit for the gingerbread man. Build a boat / bridge for the gingerbread man to get across the river.	Who's bag is this poster Bear facts Wanted posters Write letter characters Explore other animals and their habitats Hibernating animals Explore changes in weather and appropriate clothing Ice and melting Explore and test properties of materials	Instructions for Mr. Wolf's Pancakes. Crime scene list Wanted posters for the wolf Letter to wolf/pigs Facts about wolves Design house for the pigs Explore and test properties of materials Explore houses and homes around the world—how are they similar/different. Homes in the past	Instructions to make a fruit salad/ bird feeder Invent new stories based on TVHC Beanstalk diaries Make fruit faces inspired by Arcimboldi Giuseppe Explore the life cycle of different Minibeasts Grow and observe beanstalks Healthy eating posters	Pirate wanted poster Write a message in a bottle Design a pirate and write a description What would your treasure be? Design a pirate island (Inspired by Pirate Pete book)
Vocabulary T4W Tier 1 Tier 2 Tier 3	Once upon a time, who, vegetable, names of vegetables, farmer, seed, dug, plant, pull, ground, cat, dog, old man, old lady, Enormous, gigantic	Once upon at time, who, but, so Sly, trick, leaped, yelled, Body parts	First, next, then, after that, finally, luckily Over, under, through, deep, cold, swishy-swashy, long, wavy, dark, gloomy, thick, oozy, scared, stumble, narrow, trip, shiny, forest, river	Once upon a time, first, second, third, straw, bricks, sticks, chased, ran, huff, puff, blow, strong, weak, fragile, house, home, building, walls, roof, chimney, climbed, boiling, material, construct, property cement, webbed, paws, howl, pack, hunt, fur habitat, carnivore, alpha, territory, prey, timber, mortar	tiny, , leaf, egg, change, grow, nibbled, seed, leaf, flower, bean, soil, dig, plant, pot, grow, sunlight, Cocoon, hatched, life-cycle, stem, shoot, petal, shade, bulb, seedling, shed, insect Metamorphosis, invertebrate, exoskeleton,	Once upon a time, suddnely, As quick as a flash, One day, First, Next, Then, Finally, Happily ever after. Adventure, explorer, abandon, capsize, capture, chest, compass, criminal, desert island, ferocious, fortune, galleon, greed, haul, maroon, navigate, notorious, plunder

Talk for Writing

2020-2021	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Supporting Texts Relevant Author Study Reading Scheme</p>	<p>Fiction The Enormous Potato by Aubrey Davis; Delicious! (Pumpkin Soup) by Helen Cooper; Oliver's Vegetables by Vivian French; First Favourite Tales: Little Red Hen by Ladybird; The Very Helpful Hedgehog by Rosie Wellesley Oliver Vegetables</p> <p>Owl Babies</p>	<p>Fiction After the Storm Leaf Man Leaf Hunt Stanley Stick Not just a stick Stick Man The Gruffalo We're going on a Bear Hunt Rosie's Walk</p>	<p>Fiction How to Catch a Star by Oliver Jeffers Aliens Love Underpants by Claire Freedman Bob's Alien Spotter Guide by Simon Bartram Look Inside: Space by Rob Lloyd Jones (Usborne) Goodnight Spaceman by Michelle Robinson Zoom Rocket Zoom (Awesome Engines) Margaret Mayo The Smegs and the Smoos Night Monkey, Day Monkey Whatever Next by Jill Murphy</p>	<p>Fiction Mr Wolf's Pancakes The Runaway Pancake The Three Little Pigs and the Big Bad Wolf Superpigs A Squash and a Squeeze Sshhhh by Sally Grindly</p>	<p>Fiction: Caterpillar Butterfly by Vivian French The Butterfly Dance by Suzanne Barton The Teeny Weeny Tadpole by Sheridan Cain Growing Frogs by Vivian French Growing Frogs Oliver's Fruit Salad Superworm A Seed In Need by Sam Godwin Oliver's Milkshake by Vivian French Ten Seeds by Ruth Brown Grandpa's Garden by Stella Fry Eddie's Garden and How to Make Things Grow by Sarah Garland Jack and the Beanstalk Supertato Handa's Surprise Jasper's Beanstalk by Nick Butterworth</p>	<p>Fiction: Pirate Pete The Pirates Next Door by Jonny Duddle The Pirates of Scurvy Sands by Jonny Duddle Pirate Pete and His Smelly Feet by Lucy Rowland The Night Pirates Pirate Love Underpants by Claire Freedman How I became a Pirate by Melinda Long Ten Little Pirates by Mike Brownlow The Treasure of Pirate Franks by Mai Peet The Troll by Julia Donaldson Tiddler by Julia Donaldson</p>
	<p>Non-Fiction Harvest Festival (Holidays and Festivals) by Nancy Dickmann; It's Harvest Time by Jean McElroy; Harvest Festival by Nancy Dickmann.</p>	<p>Non Fiction Diwali Autumn is Here! By Heidi Pross Gray; Autumn (Thinking About the Seasons) by Clare Collinson; Lets Celebrate 5 days of Diwali Bernie Sparks on Bonifre Night</p>	<p>Non fiction Any non-fiction books about space, Transport</p>	<p>Non Fiction Books on houses, homes, construction, farm animals, wolves, predators.</p>	<p>Non-fiction: From Caterpillar to Butterfly by Gerald Legg Caterpillar to Butterfly by National Geographic Kids Tadpole to Frog (Lifecycles) by Camilla de la Bedoyere Tadpole to Frog by National Geographic Kids From a Tiny Seed to a Mighty Tree by Ruth Owen Seed to Plant by National Geographic From Seed to Pumpkin by Wendy Pfeffer From Seed to Dandelion by Ellen Weiss A Seed is Sleepy by Dianna Aston</p>	<p>Non-fiction: Books about Sea creatures/oceans/transport Atlas</p>
	<p>Poems One Potato, Two Potato, Three Potato, four</p>	<p>Poems Autumn winds Autumn Leaves The Leave are falling down</p>	<p>Poems Astronaut and Rocket Ship Twinkle Twinkle Little Star 5 Little Men in a Flying Saucer</p>	<p>Poems</p>	<p>Poems There's a tiny caterpillar on a leaf A tiny seed for me to sow</p>	<p>Poems When I was One</p>

2020-2021	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths (Specific)	<p>EARLY LEARNING GOALS</p> <p><u>Number</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • 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. <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 					
	<p>Throughout the year</p> <ul style="list-style-type: none"> • Count children present and absent each day. Further on in the year children will be encouraged to say the number sentence. • Number of the week. Each class has a number of the week display showing different ways to represent the number. • The classroom areas are clearly organised to encourage the children to sort resources independently. • Maths resources are available throughout the provision. Resources include telephones, tills, measuring tape, wooden blocks etc. • A selection of maths themed books are available in the maths and reading areas of the classroom. 					
	<p style="text-align: center;"><u>Weeks 1—5</u> <u>Mastering Number</u></p> <ul style="list-style-type: none"> • Subitising to 3 • Match sets to numerals • Counting, cardinality and ordinality (touch counting) • Composition of numbers within 3 and 4 • Comparing quantities using more and fewer 	<p style="text-align: center;"><u>Weeks 6—10</u> <u>Mastering Number</u></p> <ul style="list-style-type: none"> • Counting, ordinality and cardinality to 5 • Comparison—more, fewer and equal • Composition parts and wholes • Composition of 3, 4 & 5 • Verbal counting to higher numbers 	<p style="text-align: center;"><u>Weeks 11—15</u> <u>Mastering Number</u></p> <ul style="list-style-type: none"> • Conceptual subitising (seeing numbers within arrangements) • Counting and Cardinality with a focus on the last number being the total. • Ordering amounts by quantity (staircase pattern) • Composition of 5—Number bonds • Composition of 6 & 7 	<p style="text-align: center;"><u>Weeks 16—20</u> <u>Mastering Number</u></p> <ul style="list-style-type: none"> • 	<p style="text-align: center;"><u>Weeks 21—25</u> <u>Mastering Number</u></p> <ul style="list-style-type: none"> • 	<p style="text-align: center;"><u>Weeks 26—30</u> <u>Mastering Number</u></p> <ul style="list-style-type: none"> •

UW (Specific)	EARLY LEARNING GOALS <u>People, Culture and Communities</u> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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. <u>The Natural World</u> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <u>Past and Present</u> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 					
	Science The body Senses Growing Vegetables Making observations of vegetables. P&C: I am special/ My family/ Similarities between ourselves and others/ People who help us Harvest	Science Seasonal changes Light and dark Safety near fires (firework night) Habitats Explore local environment (Autumn Walk & introduction to mapping) Weather Tasting food from different cultures Waterproof materials experiment linked to the GBM P&C: Diwali/Bonfire Night Christmas	Science Seasonal changes Changing state—exploring ice and melting Weather Exploring materials P&C: Chinese New Year Shrove Tuesday	Science Seasonal changes Materials and their properties P&C: Easter Explore how homes and technology has changed over time.	Science Seasonal changes Growing and planting Minibeasts Habitats (grass, hedgerow, under logs/stones) Life—cycles P&C: Looking after our environment How we have grown and changed	Science Compare and contrast locations around the world. Explore changes in technology. Healthy eating and food Compare animals around the world including under the sea.
Famous People/ Events	Kandinsky Mondrian Diwali	Guy Fawkes—Bonfire Night Remembrance Day			David Attenborough Georgia O'Keeffe	Mary Anning The Titanic
RE	Branch 1 Creation & Covenant	Branch 2 Prophecy and Promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to Garden	Branch 5 End of the Earth	Branch 6 Dialogue and Encounter

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EAD (Specific)	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 					
	<p>Throughout the year</p> <ul style="list-style-type: none"> • Children have access to a wide variety of media, materials and tools in the creative area. • Helicopter story session once a week (Children make up their own stories which are acted out in front of the whole class) • Class Nursery rhyme bag—In the first term we focus on one nursery rhyme a week • Permanent home role play (inside and out) which is enhanced throughout the year to reflect seasons/festivals/cultures being studied. • Musical instruments • Natural Kitchen outside 					
	Kandinsky—Dot Day/circle Mondrian—Squares Arcimboldi Giuseppe	Andy Goldsworthy—loose parts Clay Diya lamp thumb pot	Van Gogh—Starry Night	Junk modelling	Eric Carle Collage Arcimboldi Giuseppe—Fruit Faces Vincent Van Gogh—Sunflowers	Turner—Chalk
	Music -Charanga Me!	Music -Charanga My Stories	Music -Charanga Everyone!	Music -Charanga Our World	Music -Charanga Big Bear Funk	Music -Charanga Reflect, Rewind and Replay

Retrospective Planning						
	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Art	<p>Introduced to how to paint using poster paints. Select and use colours, wash and dry brush before selecting next colour</p> <p><u>Painted self– portraits</u></p> <p><u>Kandinsky</u></p> <p>Circles</p> <p>Colour names</p> <p>Colour mixing</p> <p>Introduced Printing using circles</p> <p><u>Mondrian</u></p> <p>Primary colours</p> <p>Lines</p> <p>Squares, rectangles</p>	<p>Observational drawings of leaves using oil pastels— introduced to blending.</p> <p>Leaf rubbings</p> <p>Collage autumn trees</p>	<p>Weather painting</p> <p>Collage parts of the story (long wavy grass, deep cold river etc)</p>	<p>Collage/ print houses</p> <p>Paint characters from the story</p>		
DT	Made Pumpkin Soup			<p>Make pancakes</p> <p>Junk modelling—houses</p>		
History	Comparing baby photos with how they are today. How have they changed?	<p>Guy Fawkes</p> <p>- Guy Fawkes plotted to blow up the houses of Parliament in London with gunpowder and kill King James 1. He was caught and put in jail. King James wanted to celebrate the day GF was caught by having a bonfire and fire-works every year.</p>		<p>Look at how houses and technology is different now to the past.</p>		
Geography	Explore school grounds What can we see and hear?	<p>Walk around Queens park and talk about what we can see.</p> <p>Listening moment—what can we hear? Compare to school.</p> <p>Map where we went on an autumn walk around Queens Park</p>	<p>Walk around local area and draw maps to show where we went and what we saw.</p>	<p>Comparing houses around the world</p>		
Science	Children explored a sunflower head and pulled out the seeds. Discussed the life cycle	<p>Waterproof materials experiment—Test 4 materials for the GBM and decide which</p>	<p>Weather</p>	<p>Materials and their properties</p>		

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EYFS Leader Tasks	Induct new staff as necessary SIP/Action Plans Collect info from previous settings	Staff appraisals Learning Walk Analyse assessment data	Moderate EYFS Profiles and assessment Update SIP/ Action Plan			Contact Nurseries to gather new starter information Moderate EYFS Profiles and assessment Submit EYFSP
Assessment Tasks	Meet parents in first 2 weeks and collect relevant info Complete baseline assessment by week 6 Oral storytelling assessment Leuven Scales Handwriting/pencil grip assessment Reading assessment—record child's comments Flag up SEND with SENDCO	Assess Leuven Scales Parent Meetings Review and amend provision/layout Autumn 2 data (ILD) Internal Moderation Update phonics tracker Update Reading Tracker Handwriting/Pencil grip assessment	Pupil Progress Meeting	Spring 2 Data Entry (ILD)	Internal moderation Pupil Progress Meeting	Internal moderation Complete Profile Assessments
Parent Workshops	Welcome Meeting Phonics & Reading	Maths	Phonics and Writing			