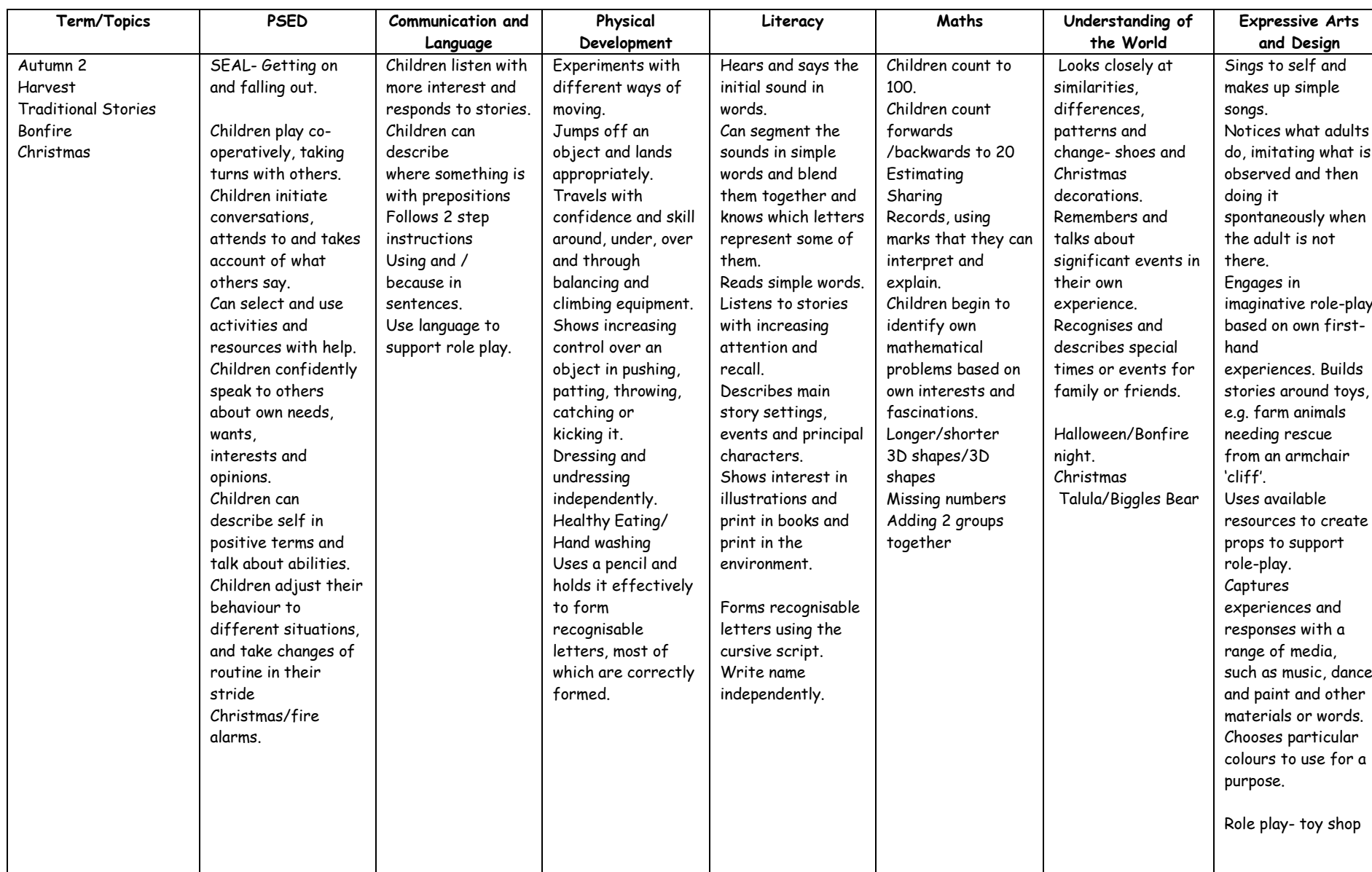


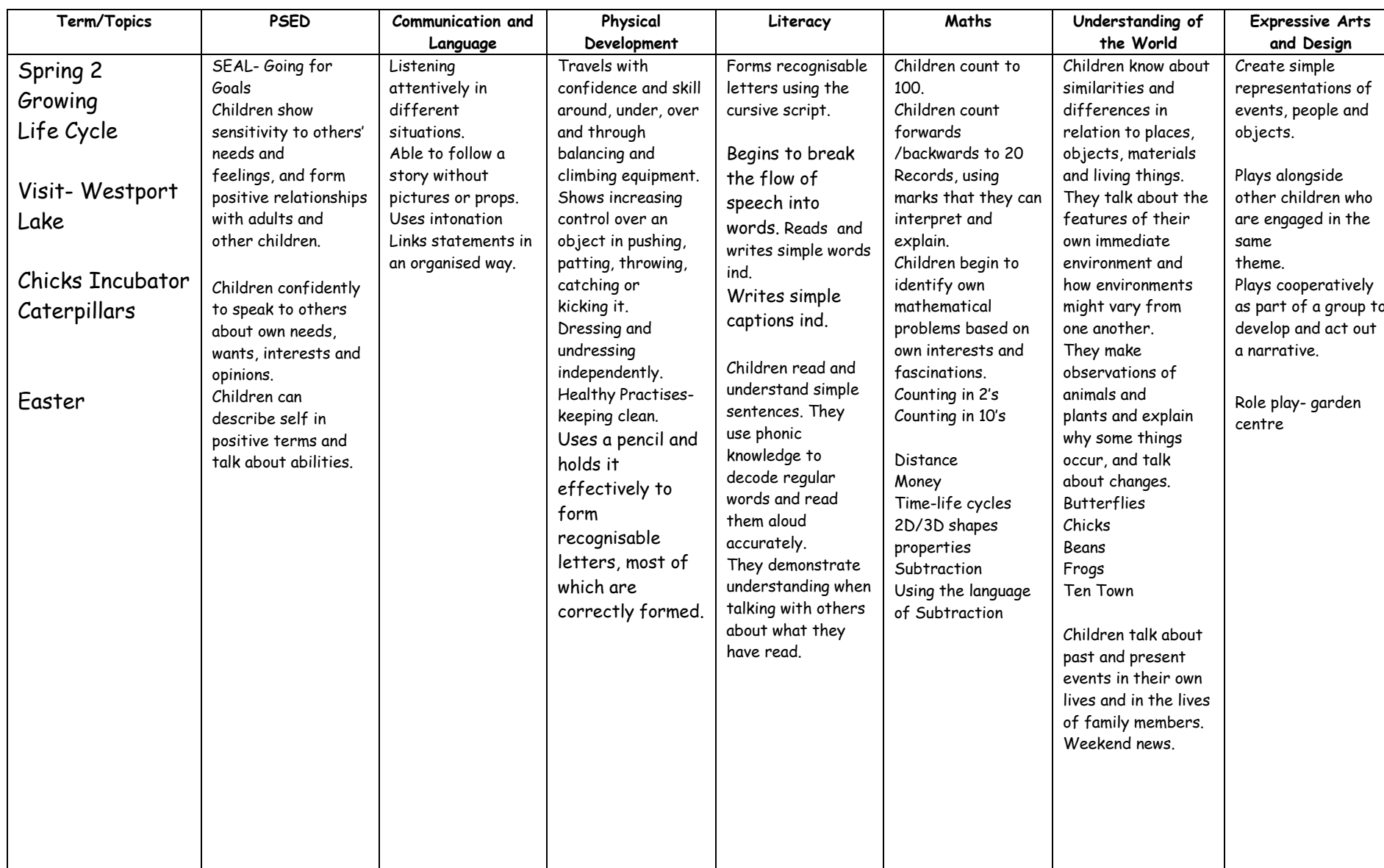
## EYFS - Reception Overview of Curriculum Coverage and Topics 2014-2015

Areas of Learning							
Term/Topics	Prime Areas			Specific Areas			
	PSED	Communication and Language	Physical Development	Literacy	Maths	Understanding of the World	Expressive Arts and Design
Autumn 1 Ourselves Traditional Stories Diwali Eid	<p>SEAL- Getting on and falling out.</p> <p>Children play co-operatively, taking turns with others. Children initiate conversations, attends to and takes account of what others say. Can select and use activities and resources with help. Children confidently speak to others about own needs, wants, interests and opinions. Children can describe self in positive terms and talk about abilities. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	<p>Children can show some listening skills</p> <p>Children follow simple instructions and understand the use of the equipment they are using. Children talk about what has happened in their lives.</p>	<p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Dressing and undressing independently. Hand washing. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Phase 2 phonics</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Forms recognisable letters using the cursive script.</p>	<p>Children count to 40.</p> <p>Children count forwards /backwards to 20</p> <p>Estimating 1 more/1 less</p> <p>Records, using marks that they can interpret and explain.</p> <p>Children begin to identify own mathematical problems based on own interests and fascinations.</p> <p>Taller /shorter</p> <p>3D shapes</p> <p>Capacity</p> <p>Heavier /lighter</p> <p>Missing numbers</p> <p>Position</p> <p>Repeated patterns</p>	<p>Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Children talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Autumn Walk- Develop an understanding of changes over time.</p> <p>Children remember and talk about significant events in their own experience.</p> <p>They recognise and describes special times or events for family or friends.</p> <p>Holidays</p> <p>Eid</p> <p>Diwali</p> <p>Talula/Biggles Bear</p>	<p>Children enjoy singing songs and making up simple songs.</p> <p>Children notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Children engages in imaginative role-play based on own first-hand experiences.</p> <p>Children use available resources to create props to support role-play.</p> <p>.</p> <p>Role play- Home corner</p>

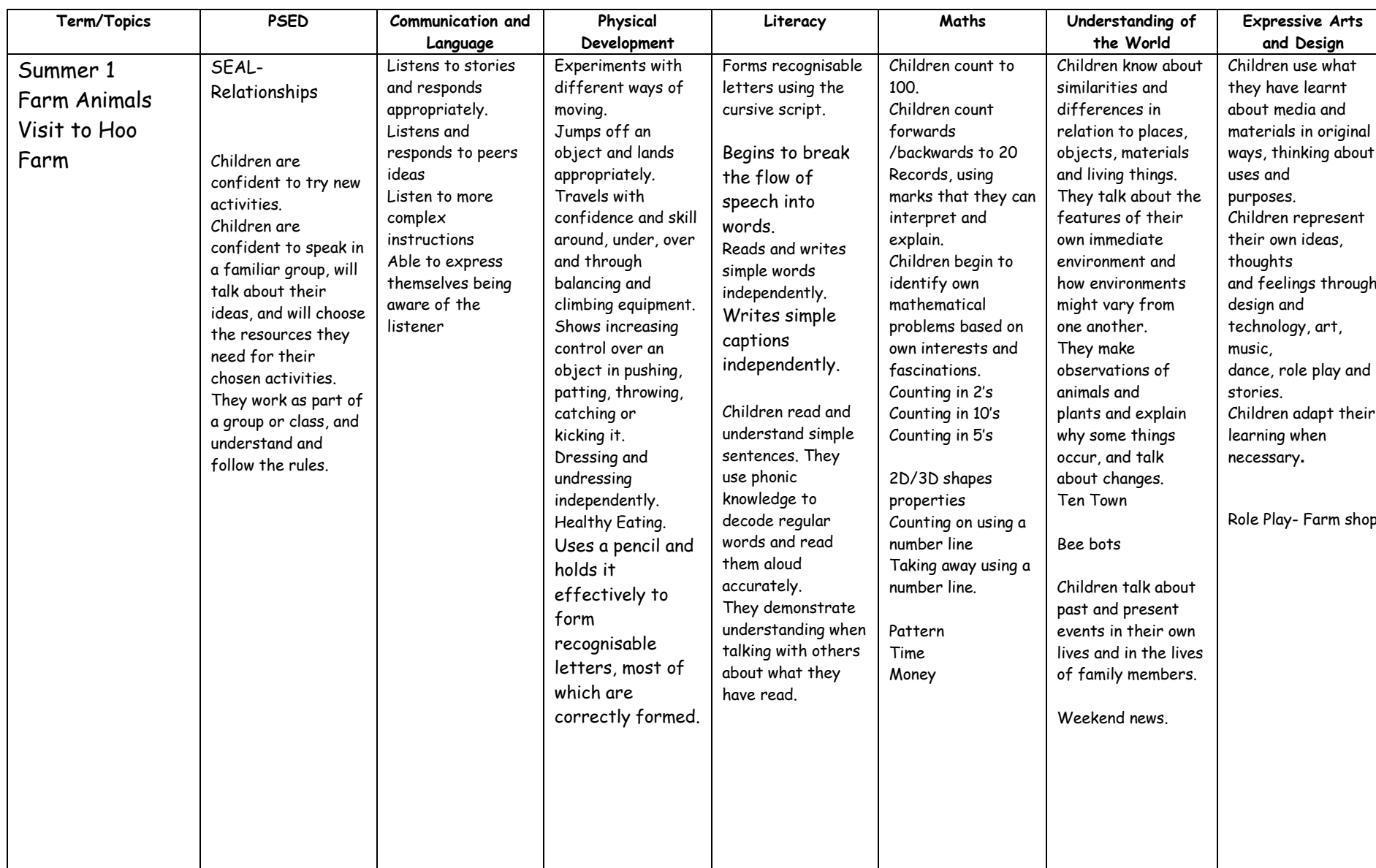


Term/Topics	PSED	Communication and Language	Physical Development	Literacy	Maths	Understanding of the World	Expressive Arts and Design
Autumn 2 Harvest Traditional Stories Bonfire Christmas	SEAL- Getting on and falling out.  Children play co-operatively, taking turns with others. Children initiate conversations, attends to and takes account of what others say. Can select and use activities and resources with help. Children confidently speak to others about own needs, wants, interests and opinions. Children can describe self in positive terms and talk about abilities. Children adjust their behaviour to different situations, and take changes of routine in their stride Christmas/fire alarms.	Children listen with more interest and responds to stories. Children can describe where something is with prepositions Follows 2 step instructions Using and / because in sentences. Use language to support role play.	Experiments with different ways of moving. Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Dressing and undressing independently. Healthy Eating/ Hand washing Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Reads simple words. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment.  Forms recognisable letters using the cursive script. Write name independently.	Children count to 100. Children count forwards /backwards to 20 Estimating Sharing Records, using marks that they can interpret and explain. Children begin to identify own mathematical problems based on own interests and fascinations. Longer/shorter 3D shapes/3D shapes Missing numbers Adding 2 groups together	Looks closely at similarities, differences, patterns and change- shoes and Christmas decorations. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.  Halloween/Bonfire night. Christmas Talula/Biggles Bear	Sings to self and makes up simple songs. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Chooses particular colours to use for a purpose.  Role play- toy shop

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Spring1 Owl Babies Frozen  Visit by the Owl Man.  Visit by School Nurse- Baby clinic Visit from parent washing/dressing baby.  Chinese New Year- Visit Chinese restaurant.	SEAL- Going for Goals Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.  Children confidently to speak to others about own needs, wants, interests and opinions. Children can describe self in positive terms and talk about abilities. Children talk about feelings.	Can sit quietly during an activity Can listen and then complete an activity. Understands some humour Asking questions Uses different tenses Extends vocabulary and uses new vocabulary in role play.	P.E. Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Dressing and undressing independently. Healthy Eating/keeping healthy. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.  Forms recognisable letters using the cursive script.  Begins to break the flow of speech into words. Reads and writes simple words independently. Writes simple captions independently.	Children count to 100. Children count forwards /backwards to 20 Records, using marks that they can interpret and explain. Children begin to identify own mathematical problems based on own interests and fascinations. Counting in 2's Counting in 10's Position Weight Time 2D/3D shapes properties Adding 2 groups together Using the language of addition  Estimating	Children know about similarities and differences in relation to places, objects, materials and living things.  Bee bots  Children talk about significant events in their own experience. Children recognise and describe special times or events for family or friends.  Christmas Pets When I was a baby.	Repeated rhythms Movement to music Learning a wider variety of songs Constructing with purpose Expressive in art/drama/dance  Role play- Baby clinic Outside role play- The Vets Mud kitchen

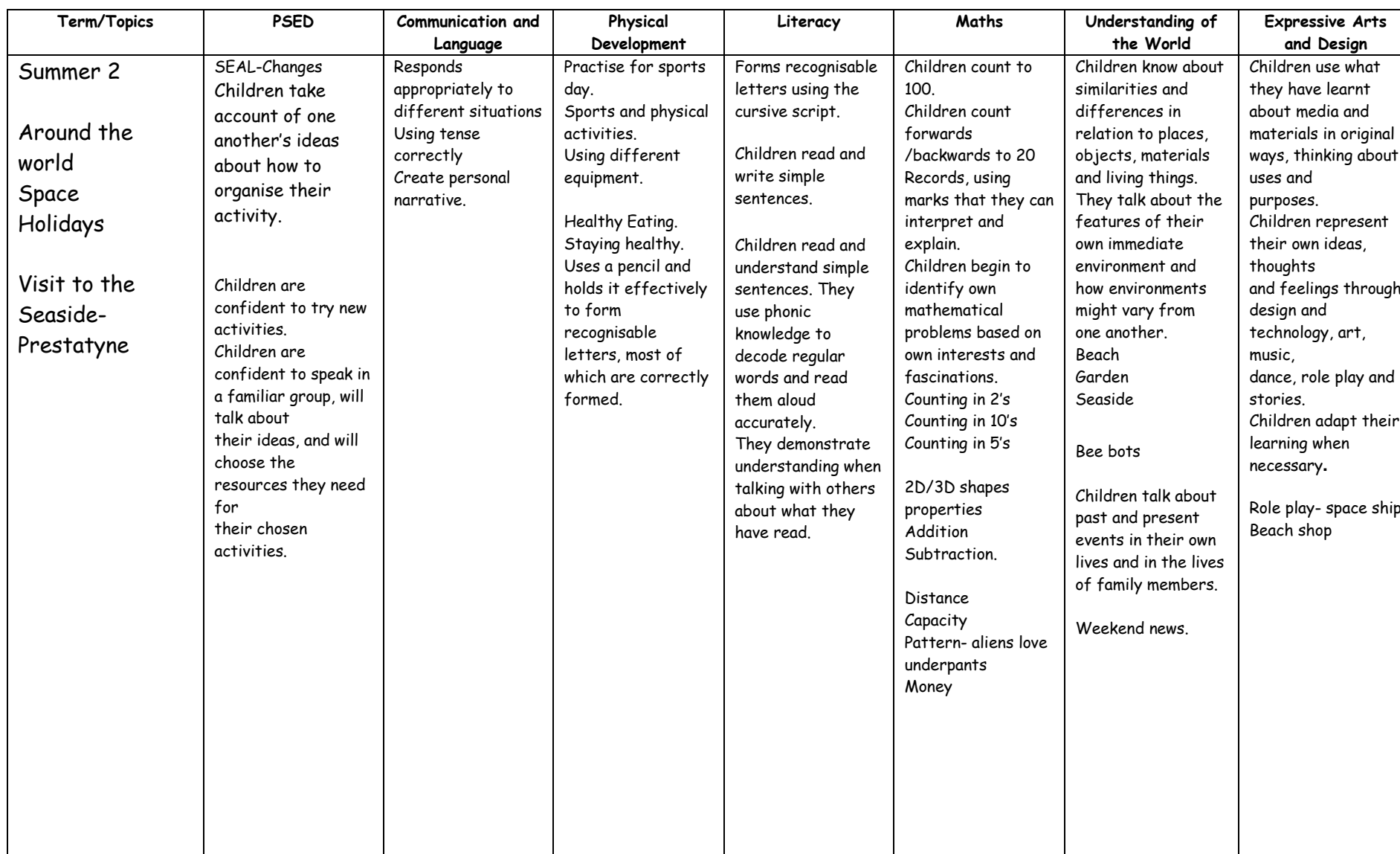


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Spring 2 Growing Life Cycle	SEAL- Going for Goals Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Listening attentively in different situations. Able to follow a story without pictures or props. Uses intonation Links statements in an organised way.	Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Dressing and undressing independently. Healthy Practises- keeping clean. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	Forms recognisable letters using the cursive script.  Begins to break the flow of speech into words. Reads and writes simple words ind. Writes simple captions ind.  Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They demonstrate understanding when talking with others about what they have read.	Children count to 100. Children count forwards /backwards to 20 Records, using marks that they can interpret and explain. Children begin to identify own mathematical problems based on own interests and fascinations. Counting in 2's Counting in 10's  Distance Money Time-life cycles 2D/3D shapes properties Subtraction Using the language of Subtraction	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Butterflies Chicks Beans Frogs Ten Town  Children talk about past and present events in their own lives and in the lives of family members. Weekend news.	Create simple representations of events, people and objects.  Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.  Role play- garden centre
Visit- Westport Lake							
Chicks Incubator Caterpillars	Children confidently to speak to others about own needs, wants, interests and opinions. Children can describe self in positive terms and talk about abilities.						
Easter							



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<b>Summer 1</b> <b>Farm Animals</b> <b>Visit to Hoo Farm</b>	<b>SEAL-Relationships</b>  Children are confident to try new activities. Children are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They work as part of a group or class, and understand and follow the rules.	Listens to stories and responds appropriately. Listens and responds to peers ideas Listen to more complex instructions Able to express themselves being aware of the listener	Experiments with different ways of moving. Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Dressing and undressing independently. Healthy Eating. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	Forms recognisable letters using the cursive script.  <b>Begins to break the flow of speech into words.</b> Reads and writes simple words independently. <b>Writes simple captions independently.</b>  Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They demonstrate understanding when talking with others about what they have read.	Children count to 100. Children count forwards /backwards to 20 Records, using marks that they can interpret and explain. Children begin to identify own mathematical problems based on own interests and fascinations. Counting in 2's Counting in 10's Counting in 5's  2D/3D shapes properties Counting on using a number line Taking away using a number line.  Pattern Time Money	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Ten Town  Bee bots  Children talk about past and present events in their own lives and in the lives of family members.  Weekend news.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Children adapt their learning when necessary.  Role Play- Farm shop





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<p>Summer 2</p> <p>Around the world</p> <p>Space</p> <p>Holidays</p> <p>Visit to the Seaside-Prestatyne</p>	<p>SEAL-Changes Children take account of one another's ideas about how to organise their activity.</p> <p>Children are confident to try new activities. Children are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p>	<p>Responds appropriately to different situations Using tense correctly Create personal narrative.</p>	<p>Practise for sports day. Sports and physical activities. Using different equipment.</p> <p>Healthy Eating. Staying healthy. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Forms recognisable letters using the cursive script.</p> <p>Children read and write simple sentences.</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They demonstrate understanding when talking with others about what they have read.</p>	<p>Children count to 100. Children count forwards /backwards to 20 Records, using marks that they can interpret and explain. Children begin to identify own mathematical problems based on own interests and fascinations. Counting in 2's Counting in 10's Counting in 5's</p> <p>2D/3D shapes properties Addition Subtraction.</p> <p>Distance Capacity Pattern- aliens love underpants Money</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. Beach Garden Seaside</p> <p>Bee bots</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Weekend news.</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Children adapt their learning when necessary.</p> <p>Role play- space ship Beach shop</p>