

**EYFS Intent
Reception-**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rolling Program 2						
Theme	Happy, Healthy Me!	A stroll through the seasons	Once upon a time 2 YO/Nur- Traditional Tales Rec- Magical stories	How does your garden grow and mini beasts	Space, Light, Dark and Travel	All creature great and small
Key Texts	Paper Dolls, Funnybones, Stickman, Six dinner Sid, I want a pet, Oliver's Veg patch, Pumpkin soup, Room on the broom	Goodbye Summer, Hello Autumn Goodbye Autumn, Hello winter Owl babies, All about hedgehog, Little Red Hen, Tree, Elves and the Shoemaker, Handa's surprise.	Room on the Broom, magic porridge pot, Zog, Supertato, Superworm, The singing mermaid,	The Tiny seed, Jack and the beanstalk, Titch, the very hungry caterpillar, The very busy spider, arggggh spider, How to grow frogs, The very lazy ladybird, the bad tempered ladybird, Oi frog	Whatever next, how to catch a star, Smeds and the Smoos, Aliens love underpants, Moon, You choose in space, Space poems,	Rainforests- Rumble in the jungle, walking through the jungle, there's a rang tang in my bedroom, call me gorgeous Sea- Snail and the Whale, toddler, tale of a toothbrush, Desert- The great tree Swamp/Pond- Down by the cool of the pool Arctic- Tango make three, lost and found, the white bear

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Key vocabulary	Face/emotions- Happy, nervous, excited, smile, mouth, lips. Body part- chin, ankle, ribs, skull. Family- aunty, building names- church Types of foods- meat	Seasons, Autumn, Winter, Summer, Spring, Conker, Pine cone, leaves Weather types, Arctic setting and animals- Polar bear, snow, ice berg Christmas, Celebrate,	Magic, spells, potions, Witches, Wizards, Dragons, superheroes, Evil and good, Setting, Characters, Environment, Start/beginning, Once upon a time, Happily ever after	Minibeast names, Seeds, growing, change, Habitat, Microhabitat, Man made, Natural, Pollen, Nectar, Cocoon, Tadpole, frogspawn, Froglet	Sky, Transport, Space, Planets, Planet names, moon, Earth, dark and light, Galaxy, Shooting star, Rocket,	Rainforests, desert, Arctic, Sea animals, minibeasts, woodland creatures, pond animals, Farm animals, Habitats, Deforestation, Pollution,
Communication and language (Prime Area)	- I can listen carefully and know why listening is important -I can engage in story times -I can learn new vocabulary to do with topics -I can describe events in some detail -I can learn rhymes, poems and songs	-I can ask questions to find out more and to check they understanding -I can develop social phrases -I can connect one idea or action -I can talk to work out problems and organise my thinking	-I can articulate my ideas and thoughts in well- formed sentences -I can connect one idea or action to another using a range of connectives -I can describe events in some detail -I can listen to and talk about stories -I can retell stories	-I can engage in non-fiction books. -I can use talk to help work out problems and organise thinking and activities -I can listen to and talk about select non-fiction books and develop a deep familiarity with new vocabulary and knowledge	-I can listen to and talk about stories to build familiarity and understanding -I can engage in non-fiction books -I can respond with relevant questions during discussions -I can hold a conversation with back and forth exchanges -I can offer explanations about why things happen	-I can retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words -I can use new vocabulary in different contexts -I can express ideas and feelings about their experiences including correct use of tenses and using conjunctions

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PSED (Prime Area)	- I can discuss how I am an individual -I can express my feelings and the feelings of others -I can manage my own basic and personal needs -I can develop friendships with peers -I can discuss health and wellbeing such as healthy eating.	- I can discuss how I am an individual -I can express my feelings and the feelings of others -I can manage my own basic and personal needs -I can develop friendships with peers -I can discuss health and wellbeing such as healthy eating.	-I can build constructive and respectful relationships -I can show resilience and perseverance in the face of challenge -I can identify and moderate my own feelings socially and emotionally -I can discuss and implement good hygiene e.g. wash hands	-I can build constructive and respectful relationships -I can show resilience and perseverance in the face of challenge -I can identify and moderate my own feelings socially and emotionally -I can discuss and implement good hygiene e.g. wash hands	-I can think about the perspectives of others and show sensitivity -I can manage my own needs. -I can solve problems and resolve conflicts -I can follow instructions involving several steps/actions -I can explain the class/school rules	-I can think about the perspectives of others and show sensitivity -I can manage my own needs. -I can solve problems and resolve conflicts -I can follow instructions involving several steps/actions -I can explain the class/school rules
Physical Development (Prime Area)	(Dance and our bodies) -I can develop skills that I need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene, toileting -I can use a more fluent style of moving -I can start to explore how to keep healthy, exercise, foods, hygiene	(Autumn Team games) -I can revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing -I can develop body strength, coordination, agility and balance	(Ball skills) -I can further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming -I can develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball	(Minibeast movements/yoga) -I can develop gross motor skills -I can work on apparatus indoors and outdoors - Can show control and balancing skills -I can work on using tools such as pencils, paintbrush, scissors, cutlery	(Dance, gymnastics and moving to music) -I can combine different movements with ease and fluency -I can develop the foundations of a handwriting style, which is fast, accurate and efficient -I can use core muscles to achieve good posture	(Sports) - I can confidently and safely, use a range of large and small apparatus indoors and outside, alone and in a group. -I can negotiate space and obstacles safely - I can demonstrate strength, balance and coordination

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Literacy (Specific Area)	-I can read individual letters by saying the sounds for them. -I can blend sounds into words, so that they can read short words made up of known letter-sound correspondences. -I can write my name -I can write initial sounds -I can write sounds I can hear in words	-I can segments the sounds in words -I can identify and write some letters in words -I can read a few common exception words -I can write some common exception words -I can attempt captions	-I can read some letter groups that each represent one sound and say sounds for them -I can read a few common exception words matched to the school's phonic programme -I can start to attempt sentences using exception words and phonics knowledge	-I can read simple phrases and sentences made up of words with known letter-sound correspondences -I can re-read these books to build up their confidence in word reading, their fluency -I can form lower-case and capital letters	-I can read simple phrases and sentences -I can read with more fluency -I can write short sentences using a capital letter and a full stop -I can re-read what they have written to check it make sense -I can write for a range of purposes	-I can read simple phrases and sentences - I can write words containing my phonics knowledge and most letters are correctly formed - I can write short sentences using a capital letter and full stop - I can read my work
Maths (Specific Area)	-I can count to 10 (songs, brains gym, games) -I can look at numerals 1-5 then 1-10 and the composition of these numbers -I can representing numbers (numerals, formation, tally, dots) -I can compare group of numbers (including a range of different size objects) -I can look at numicon/ 5 frames	-I can find 1 more and 1 less 1-5 then 1-10. -I can look at 5/10 frames to explore number composition -I can continue using numicon -I can subitise -I can start to look at flat 2D shape names and 3D fat shapes and their features -I can start to explore length, size, weight, capacity	-I can start to count beyond 10 (1-15) -I can show and explore a range of higher numbers -I can start to combine two groups of objects and use language of addition 1-10 -I can start to look at number bonds 1-10 - I can look a shape features in more detail and how shapes have other shapes within them	-I can verbally count 1-20 -I can start to explore subtraction 1-10 -I can find 1 more and 1 less than numbers 1-10 -I can continue to explore number bonds -I can explore patterns (2/3 objects patterns e.g. ABAB/ ABBA ABC)	-I can recognise numbers 1-20 -I can start to explore doubling/ halving and sharing quantities -I can compare quantities (use language such as some, less, more) -I can explore length, size, weight, capacity in more detail -Use number bonds to solve problems	-I can work confidently to recall number bonds 1-10 -I can confidently name 2D and 3D shapes and discuss feature -I can use my shape knowledge in construction area -I can confidently solve problems using our knowledge on numbers 1-10 -I can confidently double, halve and share numbers

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UTW (Specific Area)	-I can talk about members of my immediate family and community -I can name and describe people -I can recognise people have beliefs and celebrations -I can recognise people who help us in emergency situations -I can recognise and begin to understand changes in seasons - I can comment on images from the past	-I can recognise and begin to understand changes in seasons and the natural world -I can describe what they hear and see outside -I can recognise some similarities and differences between life in this country and life in other countries -I can make simple comments about historical figures -I can explore the natural world	-I can contrast characters from stories, including figures from the past -I can recognise some environments that are different to the one in which they live -I can talk about differences between materials -I can draw information from a simple map/ draw own simple maps	-I can discuss some places are special to member of the community -I can explore the nature world -I can recognise and begin to understand changes in seasons -I can study and compare life cycles -I can discuss different environments -I can make observations of animals and plants	-I can explore the natural world around me -I can respect/ care for natural environment/living things -I can make simple comments and comparisons about historical figures/ times -I can study aerial photographs/ simple maps -I can understand the past through setting and events	-I can study and compare life cycles -I can recognise and understand changes in seasons -I can discuss similarities and differences between countries -I can make observations of plants and animals -I can explore changing states of matter -I can explore similarities and difference on maps
Historical links (Links to UTW) (Linked to Little people, big dreams) story collection	Guy Fawkes liked to bonfire, kings, Families such as grandparents, us as babies, old and new toys. Big dreams book- Rosa parks	How different countries have changed and adapted over the years e.g. finding and growing food. E.g.tractors/picked by hand	Old and new story characters, stories from the past, Pirates from the past e.g. Blackbeard Authors such as Julia Donaldson, Big dreams book- Jane Austen	Big dreams book- Mother Teresa Helping others Davie Attenborough De-forestation and changes to the environment over time	Neil Armstrong, first moon landing and who he is. - Big dreams book Big Dreams book- Amelia Earhart Maps- changes to maps e.g. was our school always here? Transport and changes over time	Big dreams book- David Attenborough and who he is and what he has done Big dreams books- Jane Goodall and interactions with Chimpanzees Sea pollution/ de-forestation

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Culture and communities (Links to UTW)	How are we all different? Looking at different people, houses, religions and celebrations e.g. Diwali	Autumn and Harvest How can I grow potatoes? Looking at different countries have different weather and how they grow foods. Halloween Diwali	Exploring different beliefs and religions e.g. Different Gods. Chinese New Yaer	Linking to different environment e.g. some people have gardens, woodlands other countries have different settings like desert Spring St Patrick's day Easter	Exploring space travel and how this has developed St George's Day	Different environments e.g. desert, mountains, jungle Animals from different countries Homes in different countries Summer Father's Day
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Art (Specific Area)	-I can develop storylines in my pretend play -I can mix primary colours to make secondary colours -I can explore using different tools (stamps, rollers etc.) -I can draw self-portraits with detail -I can begin to paint on and with a range of materials -I can explore painting with different paints -I can move to music: to the beat/ with more rhythm Book/Artist links- Julia Donaldson - Paper doll art Only one you book-stone art	-I can play instruments to a simple beat -I can sing a selection of nursery rhymes from memory -I can make music: making/ following rhythms -I can listen and discuss performance -I can begin to add detail to paintings using more precise tools e.g. thin paintbrushes -I can draw with increasing control and add more detail Book/Artist links- George Seurat- Pointillism and Autumn art using dots Natural art	-I can return to and build on my previous learning, refining ideas and developing their ability to represent them -I can join items in a variety of ways e.g. using tape or glue -I can create patterns/ meaningful pictures when printing -I can begin to draw landscapes/ cityscapes -I can alter colours/ shades by adding black/ white paint Book/Artist links- The day the crayons quit - Colour focus Creating puppets	-I can create sharing my ideas, resources, and skills -I can join items in a variety of ways – String, split pins, joints, hinges etc -I can join in with dance routines, matching pace of the music -I can create patterns/ meaningful pictures when printing -I can explore moulding with clay Books/Artist links- Van Gogh- sunflowers Matisse- The snail trail books Monet- The pond	-I can listen attentively move to and talk about music, expressing my feelings -I can create my won dance routines to music -I can join items in a variety of ways and adapt my work if necessary -I can share my work with others and discuss the processes I have used Book/Artist links- Eric Carl- Draw me a star Building rockets Creating planets Art galleries/museums	-I can watch and talk about dance and performance art, expressing their feelings and responses - I can secure more challenging items in the junk modelling (Bottles, tubes etc.) to models. - I can use tools/ techniques confidently -I can create props and materials to role play -I can perform songs, rhymes, poems and stories with others Book/Artist links- Mister Seahorse - exploring colours Plate creatures/creature textures Rainforest music shaking instruments
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al ement	Photo's from home Parent starter meeting Termly new letter sent home Daily communication during more activities Parents evening	Collecting autumn materials at home Termly new letter sent home Daily communication during more activities	School pantomime trip Termly new letter sent home Daily communication during more activities Parents evening	Easter egg competition Mother's Day Termly new letter sent home Daily communication during more activities	Termly new letter sent home Daily communication during more activities Parents evening	Sports day Summer trip Summer fair Termly new letter sent home Daily communication during more activities
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