



EYFS Intent Reception-

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rolling Program 1						
Theme	Marvellous Me!	Woodland Wonders	Once upon a time Rec- Favourite stories	People That Help Us	Dinosaur Adventure	A trip to the Seaside
Key Texts	Paper Dolls, Funnybones, Stickman, Six dinner Sid, I want a pet, Colour monster, Oliver's Veg patch, Pumpkin soup, Room on the broom	Leaf man, Goodbye Summer- Hello Autumn, Goodbye Autumn- Hello winter, Owl babies, All about hedgehog, Little Red Hen, Tree, Handa's Surprise, Elves and the Shoemaker, Nativity,	Room on the Broom, The Magic porridge pot, Supertato, Superworm, The singing mermaid	What the ladybird heard, Zog, Zog and the flying doctors, Firefighter, Police, Burglar bill, Goldilocks, Topsy and Tim, Alan's scary teeth, Clarabella crocodile,	Tyrannosaurus drip, Stinkysaurus, Mad about dinosaurs, Dinosaur stomp, The dinosaur who lost his roar, How to look after your dinosaur, How to grow a dinosaur	Sally and the limpet, Rainbow fish, Commotion in the ocean, Tiddler, The tale of the toothbrush, Sharing a shell, Mister seahorse, At the beach, The lighthouse keepsers lunch, The singing mermaid, Pirates love underpants, The fish who could wish

EYFS Intent Reception-

Key vocabulary	<p>Face/emotions- Happy, sad, nervous, excited, grateful, proud, surprised, frustrated, embarrassed, worried</p> <p>Body parts- More complex body parts such as chin, ankle, neck, wrist, ribs, skull</p> <p>Family names E.g. Uncle or Grandma</p> <p>Types of buildings- Church Maps</p>	<p>Seasons, Autumn, Winter, Summer, Spring, Conker, Pine cone, Leaves</p> <p>Weather types, Arctic setting and animals- Polar bear, snow, ice berg</p> <p>Christmas, Celebrate, Thanksgiving</p>	<p>Magic, Spells, Potions, Witches, Wizards, Dragons, Superheroes, Evil and good, Setting, Characters, Environment, Start/beginning, Once upon a time, Happily ever after, A long, long time ago</p> <p>The end Next, Then, First</p>	<p>Police, fire-fighters, ambulance, paramedics, doctors, nurse, hospital, water, hose, ladder, handcuffs, hat, vest, special clothing, doctors equipment- stethoscope, thermometer, mirror, injection, medicine, helping, saving, protecting, safe</p>	<p>Dinosaur names- Stegosaurus, Tyrannosaurus rex, diplodocus, Pterodactyl, triceratops, velociraptor, herbivore, omnivore, carnivore, spikes, spines, claws, teeth, jaws, dinosaur movements, Cliffs, hills, water, sea, ocean, forest, woodland, fossil, palaeontologist, dig, bones</p>	<p>Sea, oceans, rock pool, seashore, lighthouse, ocean creatures- fish, crabs, shells, limpet, shark, whales, jellyfish etc, Boats, seagulls, suitcase, sunhat, sun, sunscreen, beach, safety, water, lifejacket, life vest, pollution</p>
Communication and language (Prime Area)	<p>- I can listen carefully and know why listening is important</p> <p>-I can engage in story times</p> <p>-I can learn new vocabulary to do with topics</p> <p>-I can describe events in some detail</p> <p>-I can learn rhymes, poems and songs</p>	<p>-I can ask questions to find out more and to check understanding</p> <p>-I can develop social phrases</p> <p>-I can connect one idea or action</p> <p>-I can talk to work out problems and organise my thinking</p>	<p>-I can articulate my ideas and thoughts in well-formed sentences</p> <p>-I can connect one idea or action to another using a range of connectives</p> <p>-I can describe events in some detail</p> <p>-I can listen to and talk about stories</p> <p>-I can retell stories</p>	<p>-I can engage in non-fiction books.</p> <p>-I can use talk to help work out problems and organise thinking and activities</p> <p>-I can listen to and talk about selected non-fiction books and develop familiarity with new vocabulary and knowledge</p>	<p>-I can listen to and talk about stories and non-fiction books to build familiarity and understanding</p> <p>-I can respond with relevant questions during discussions</p> <p>-I can hold a conversation with back and forth exchanges</p> <p>-I can offer explanations about how and why things happen</p>	<p>-I can retell a story in my own words using some repetition</p> <p>-I can use new vocabulary in different contexts</p> <p>-I can express ideas and feelings about their experiences including correct use of tenses and using conjunctions</p>

EYFS Intent Reception-

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

EYFS Intent Reception-

Literacy (Specific Area)	<ul style="list-style-type: none"> -I can read individual letters by saying the sounds for them -I can blend sounds into words, so that I can read short words -I can write my name -I can write initial sounds in words -I can write sounds I can hear in words for a range of purposes 	<ul style="list-style-type: none"> -I can orally segment the sounds in words and write them -I can identify and write some letters in words -I can start to read some common exception words -I can start to write some common exception words -I can attempt simple captions 	<ul style="list-style-type: none"> -I can read some letter groups that each represent one sound and say sounds for them -I can read a range of common exception words matched to the school's phonic programme -I can start to attempt sentences using exception words and phonics knowledge 	<ul style="list-style-type: none"> -I can read simple phrases and sentences made up of words with known letter-sound correspondences -I can re-read books to build up my confidence and fluency when reading words -I can form lower-case and upper case letters 	<ul style="list-style-type: none"> -I can read simple phrases and sentences -I can read with more fluency -I can write short sentences using finger spaces -I can re-read what I have written to check it makes sense -I can write for a range of purposes 	<ul style="list-style-type: none"> -I can read simple phrases and sentences - I can write for a range of purposes most letters are correctly formed - I can write short sentences/phrases using some finger spaces, capital letters and full stops - I can read my work with fluency
Maths (Specific Area)	<ul style="list-style-type: none"> -I can count to 10 (using songs, brain gym, games) -I can look at numerals 1-5 then 1-10 and the composition of these numbers -I can represent numbers (numerals, formation, tally, dots) -I can compare groups of numbers (including a range of different size objects) -I can look at numicon/5 frames 	<ul style="list-style-type: none"> -I can find 1 more and 1 less 1-5 then 1-10 -I can look at 5 and 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 explore length, size, weight and capacity in detail 	<ul style="list-style-type: none"> -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 at shape features in more detail and how shapes have other shapes within them 	<ul style="list-style-type: none"> -I can verbally count 1-20 -I can find 1 more and 1 less than numbers 1-10 -I can start to explore subtraction 1-10 -I can continue to explore number bonds -I can explore and create more complex patterns e.g. ABAB/ ABBA ABC) 	<ul style="list-style-type: none"> -I can recognise numbers 1-20 -I can start to explore doubling/ halving and sharing -I can compare quantities (using language such as the same, less, more) -I can explore length, size, weight, capacity and use this language in my free play -I can use number bonds to solve problems 	<ul style="list-style-type: none"> -I can work confidently to recall number bonds 1-10 -I can confidently name 2D and 3D shapes and discuss their features -I can use my shape knowledge in the construction area -I can confidently solve problems using our knowledge on numbers 1-10 -I can confidently double, halve and share numbers

EYFS Intent Reception-

UTW (Specific Area)	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -I can recognise and begin to understand changes in seasons and the natural world -I can describe what I can 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 	<ul style="list-style-type: none"> -I can contrast characters from stories, including figures from the past -I can recognise some environments that are different to the ones in which they live -I can talk about differences between materials -I can draw information from a simple map -I can draw my own simple map 	<ul style="list-style-type: none"> -I can discuss some places that are special to members of the community -I can explore the natural world -I can make simple comments and comparisons about historical figures and times -I can study aerial photographs/ simple maps -I can discuss different environments 	<ul style="list-style-type: none"> -I can explore the natural world around me -I can respect/ care for natural environments/living things -I can make observations of animals and plants -I can study and compare life cycles -I can understand the past through settings and events 	<ul style="list-style-type: none"> -I can observe and compare living things -I can make observations of plants and animals -I can discuss changes in seasons with confidence -I can discuss similarities and differences between different countries -I can explore changing states of matter -I can explore similarities and difference on maps
Historical links (Links to UTW)	<ul style="list-style-type: none"> Guy Fawkes liked to bonfire and kings History In families such as Grandparents How we grow and change, linked to looking at baby pictures Old and new toys through songs and stories 	<ul style="list-style-type: none"> How different countries have changed and adapted over the years E.g. finding and growing food. E.g.Tractors to collect use/food picked by hand 	<ul style="list-style-type: none"> Old and new story characters, stories and songs from the past E.g. Pirates from the past Authors such as Julia Donaldson Big dreams book- Jane Austen 	<ul style="list-style-type: none"> How we can we stay safe? How do we keep others safe? Big Dreams book- Florence Nightingale 	<ul style="list-style-type: none"> How do things change over time? Do we see dinosaurs now? Exploring animals that are extinct Big Dreams book- Mary Anning 	<ul style="list-style-type: none"> Oh I do like to be beside the seaside book- Changes over time and comparing photo's

EYFS Intent Reception-

Culture and communities (Links to UTW)	<p>Exploring how are we all different</p> <p>Looking at photo's of us and our family history</p> <p>Looking at what makes us all special, different people, families, houses, religions and celebrations E.g. Diwali</p>	<p>Exploring Autumn and Harvest</p> <p>How can I grow vegetables?- Looking at different countries and their weather and how people in other countries grow food</p> <p>Halloween</p> <p>Christmas</p>	<p>Exploring different beliefs and religions E.g. Different Gods.</p> <p>Chinese New Year and how it is celebrated</p>	<p>Exploring how we can help people in the community E.g. planting seeds, picking up litter, being kind and respectful</p> <p>Visits from members of the community E.g. firefighters or police officers</p>	<p>Different environments E.g. desert, mountains, jungle</p> <p>Animals from different countries</p> <p>Homes in different countries</p> <p>Summer</p>	<p>Exploring different communities E.g. some people live near the beach and others do not</p> <p>Seaside trip</p>
---	--	---	--	---	--	---

EYFS Intent Reception-

Art (Specific Area)	<p>-I can develop storylines in my pretend play</p> <p>-I can mix some primary colours to make secondary colours and discuss the process</p> <p>-I can explore different tools and how to use them (stamps, rollers etc.)</p> <p>-I can draw self-portraits with detail</p> <p>-I can begin to paint with a range of materials (Cotton buds, brushes)</p> <p>-I can move to music and the beat with more rhythm</p>	<p>-I can play instruments to a simple beat</p> <p>-I can sing a selection of nursery rhymes from memory</p> <p>-I can make music: making and following rhythms</p> <p>-I can listen and discuss performance (Music and dance)</p> <p>-I can begin to add details to paintings using more precise tools E.g. thin paintbrushes</p> <p>-I can explore painting with different paints E.g. block paints, water colours.</p>	<p>-I can return to and build on my previous learning and refine my ideas</p> <p>-I can join items in a variety of ways E.g. using tape or glue</p> <p>-I can create patterns/ meaningful pictures when printing</p> <p>-I can begin to draw landscapes/ cityscapes</p> <p>-I can alter colours/ shades by adding black/white paint</p>	<p>-I can create artwork sharing my ideas, resources, and skills</p> <p>-I can join items in a variety of ways – String, split pins, joints, hinges etc</p> <p>-I can join in with dance routines, matching pace of the music</p> <p>-I can draw with increasing control and add more detail to my work</p> <p>-I can explore moulding with clay</p>	<p>-I can listen attentively move to and talk about music, expressing my feelings</p> <p>-I can create my own dance routines to music</p> <p>-I can join items in a variety of ways and adapt my work if necessary</p> <p>-I can share my work with others and discuss the processes I have used</p>	<p>-I can watch and talk about dance and performance art, expressing my feelings</p> <p>- I can secure more challenging items in the junk modelling (Bottles, tubes etc.) to models.</p> <p>- I can use tools/ techniques confidently</p> <p>-I can create props and materials to use in my role play</p> <p>-I can perform songs, rhymes, poems and stories with others</p>
	<p>Book/Artist links-</p> <p>Julia Donaldson - Paper doll art</p> <p>Only one you book-stone art</p>	<p>Book/Artist links-</p> <p>Leaf Man book- Autumn art</p> <p>Natural and transient art</p>	<p>Book/Artist links-</p> <p>The day the crayons quit - Colour focus</p> <p>Creating puppets</p>	<p>Books/Artist links-</p> <p>Firefighter book</p> <p>Models and building vehicles</p>	<p>Book/Artist links-</p> <p>How to look after your dinosaur book</p> <p>Dinosaur colour and textures</p>	<p>Book/Artist links-</p> <p>Mister Seahorse - exploring colours</p> <p>Plate creatures/ creature textures</p> <p>Rainforest music shaking instruments</p>

EYFS Intent Reception-

Parental Involvement	Parent starter meeting	Collecting autumn materials at home	Termly news letter sent home	Easter egg competition with families in school	Termly news letter sent home	Sports day
	Photo's from home to discuss in first topic	School pantomime trip	Discussions and modelling with parents during morning activities	Mother's Day	Discussions and modelling with parents during morning activities	Summer trip
	Termly news letter sent home	Christmas performances	Parents evening	Termly news letter sent home	Parents evening	Summer fair
	Daily communication and hand over messages	Termly news letter sent home		Discussions and modelling with parents during morning activities		Termly news letter sent home
	Discussions and modelling with parents during morning activities	Discussions and modelling with parents during morning activities				Discussions and modelling with parents during morning activities
	Parents evening					