

Personal, Social and Emotional Development and Communication and Language underpin all teaching in EYFS, alongside the development of children's characteristics of effective learning. Key themes focus planning and teaching linked to key elements of self-regulation, managing self and building relationships.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>All about me <u>PSED THEME: Feelings and Friendships</u></p> <p>Achieve self-chosen goals. Develop self-confidence and a sense of responsibility. Extend and elaborate ideas for work and play.</p>	<p>Let's celebrate! <u>PSED THEME: Respectful Relationships</u></p> <p>Talk about feelings and differences in people's feelings. Develop a sense of responsibility and community. Develop confidence in front of others, including less familiar people.</p>	<p>Stories <u>PSED THEME: Own Goals</u></p> <p>Find solutions during collaborative learning. Develop a sense of responsibility and community. Extend and elaborate ideas for work and play.</p>	<p>Shapes are everywhere <u>PSED THEME: Valuable individuals</u></p> <p>Talk about feelings and differences in people's feelings. Develop self-confidence and a sense of responsibility. Find solutions during collaborative learning.</p>	<p>In the garden <u>PSED THEME: Our Community</u></p> <p>Achieve self-chosen goals. Develop self-confidence and a sense of responsibility. Develop confidence in front of others, including less familiar people</p>	<p>People who help us <u>PSED THEME: Changes</u></p> <p>Talk about feelings and differences in people's feelings. Maintain self-confidence when faced with new challenges. Find solutions during collaborative learning.</p>
Communication, Language and Literacy				Maths	
<p>To become a confident communicator in Nursery we can talk about what we are doing and things we remember, start conversations with familiar friends and adults and ask questions. We use new vocabulary and listen to others in a group. To become a wow writer in Nursery we can write some or all of our name with some accuracy and talk about their drawings. To become a brilliant bookworm in Nursery we enjoy looking at books and have some favourites, retell a familiar story using book language and recognise familiar print in the environment, including their name.</p>		<p>Autumn – Sharing holiday experiences, talking about likes and dislikes and creating self-portraits. Lots of role-play linked to cultural traditions and retelling stories. Listening to stories, Phonics (environmental sounds), labelling images, Nursery rhymes, creating celebration cards. Spring – Retelling stories in small world provision, making masks to support role-play and storytelling. Shape themed box crafts and looking at and talking about shapes in the environment. Tapping out simple rhythms, alliteration, listening to stories and developing comprehension,</p>		<p>To become a master of maths in Nursery we can subitise to at least 3, say number names to at least 5 in order, say how many items altogether in a small set (cardinal) and beginning to show an understanding of numbers to 5. Autumn – Counting 3 objects out of a larger group, colour recognition, subitising 1 and 2 objects, finger numbers, sorting, circles and patterns. Linking numeral to amount, understanding prepositions, 2D shapes. Spring – Squares and rectangles, separating 3 in different ways, comparing quantities, positional language, making arrangements with 2D shapes,</p>	

	<p>designing buildings, story maps, innovating stories.</p> <p>Summer – Naming animals, matching pairs, representing with words and symbols. Role-play linked to topic. Oral blending, lots of mark making opportunities, use of ICT to support writing and speaking, story retelling.</p>	<p>counting larger groups 1:1, linking up to 5 with numerals. Talking about routes and locations.</p> <p>Summer – Representing numbers, solving real world mathematical problems, patterns, comparing quantities, ordering by height, length, 3D shapes, positional language, symmetrical butterfly patterns.</p>
People, Cultures and Communities	Past and Present	Computing
<p>To become a compassionate citizen in Nursery we begin to help to look after our community and care for the environment. We know some reasons why Armley is special. We develop some positive attitudes about the differences between people.</p> <p>Autumn – Sharing summer holiday experiences and add places onto the class map. Explore natural objects. Explore autumn - conkers, leaves, acorns, pinecones Sharing own experiences of celebrations.</p> <p>Spring – Route to school. Chinese New Year - add props to home corner, look at how it is celebrated and why.</p> <p>Summer – Experiment - Touching bread with and without washing hands (comparing and making observations). Non-fiction resources - learning about different occupations.</p>	<p>Reception classroom will display a timeline of key texts we have used to support our learning. Photo display of key events/experiences and learning opportunities during our time in Reception.</p> <p>Autumn – Own personal history, looking at photographs of themselves and their families.</p> <p>Spring – Favourite stories now and in the past. Photographs of local buildings and places now and in the past.</p> <p>Summer – Own personal history and the people who helped us when we were younger.</p>	<p>Children will have regular access to computing equipment throughout the year in Reception. Use of Ipad, Beebots, chromebooks and laptops to support key skills and development in computing.</p> <p>Autumn – Spring 1 – Retrieve information from a computer. Complete a simple computer programme. Independently operate mechanical toys. Know how to turn on and use simple equipment.</p> <p>Spring 2 – Summer – Independently use and Ipad to take photographs and film.</p>
Expressive Arts and Design	Physical Development	The Natural World
<p>To become a proud performer in Nursery we can sing rhymes and songs. We can play some percussion instruments with increasing control and can move to music with confidence. We can</p>	<p>To become a talented tool user in Nursery we can hold a pencil in a comfortable grip with good control. We can use one handed tools and equipment with control and show preference on a dominate hand.</p>	<p>To become an exceptional explorer in Nursery we can show curiosity about ourselves, our families and the world around us. We use all our senses to explore and notice similarities and differences</p>

<p>retell simple stories within the provision and begin to make up our own.</p> <p>To become a dynamic designer in Nursery we can draw and paint with increasing control and detail. We use our own ideas and decide what resources to use and begin to talk about what we have made and how.</p> <p>Autumn – Colour recognition, self-portraits. Number/counting songs and rhymes. Malleable materials that can be moulded by hands. Reciting stories and making masks to support role-play. Nativity performance including Christmas songs and rhymes. Nursery Rhyme Week.</p> <p>Spring – Junk modelling and making robots. Building houses. Kandinsky's circles. Making animal homes. Songs and rhymes about animals.</p> <p>Summer – End of year performance, singing songs and rhymes for an audience. Showing emotions in their pictures.</p>	<p>To become an amazing athlete in Nursery we can explore moving in a variety of ways, develop skills in balancing, riding and using a ball. We can use a range of equipment and apparatus safely.</p> <p>Autumn – Exploring large equipment in the outdoor provision. Large scale mark making to develop arm/shoulder muscles. Threading and mixing. Dough disco. Moving to music.</p> <p>Spring – Dough disco. Parachute games. Moving like different animals in the hall. Playground games. Large and small scale mark making.</p> <p>Summer – Small scale mark making, developing pencil grip. Balancing, moving in different ways. Team games to prepare for Sports Day!</p>	<p>and talk about what we see using a wide range of vocabulary.</p> <p>Autumn – Begin to become familiar with maps. Develop vocabulary linked to physical environment and the built environment. Begin to use place names and develop an awareness of where they live. Life-cycles. Identifying and comparing things which are the same, different and have changed.</p> <p>Spring – Describe immediate environment and settings in stories and non-fiction books. Talk about places they have visited in response to a wide range of settings in stories. Create and read simple maps. Develop vocabulary linked to the physical and built environment. Feeling forces. Living things in our environment. Life-cycles.</p> <p>Summer – Recognise simple similarities and differences between life in this country and other countries. Create and read simple maps. Develop vocabulary linked to physical and built up environment. Naming British wildlife. Identifying and observing living things in our local area. Name some common British plants.</p>
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