



This yearly overview of the overarching themes that will take place during the year, as we plan from the children's interests our provision and activities may differ to cater for the needs of our children, so that we can plan purposeful activities that enhance teaching and learning opportunities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment	Reception Baseline Assessment Baseline Assessment Leuven Scales Mark Making Fine motor skills Phonics assessment	Mark Making Pupil Progress Check Phonics assessment	Mark Making Pupil Progress Check Phonics assessment Fine motor skills	Mark Making Pupil Progress Check Phonics assessment	Mark Making Pupil Progress Check Fine motor skills	Early Learning Goals Mark Making Pupil Progress Check
Parental Involvement	Coffee Morning Phonics meeting Harvest Halloween Stay and Play	Parents evenings Christmas Nativity Christmas crafts	Valentines Stay and Play Blyton book worms	EYFS Easter extravaganza Parents evening	Careers events – parent visits in school	Sports Day Parent picnic
Overarching Theme	Where in the World am I?	In the Past	Once upon a time	New Beginnings	All Great Creatures Great and Small	Professional people / Seaside
Key Texts	The Colour Monster Goes to School, Martha Maps it Out, Rufus and the Blackberry Monster, The Leaf Thief, The Scarecrows Hat, The Lost Acorn,	Mr Hoot Say Hi to Hedgehogs, Rama and Sita story, The Best Diwali Ever, Stickman The First Christmas	Winter Non-Fiction Hansel and Gretel Little Red Riding Hood The Gingerbread Man, I Love Chinese New Year.	Mr Wolfs Pancakes, That's My Flower, What the Ladybird Head, Jo Jo and Gran Gran Visit the Farm, The Easter Story	The Great Pet Sale, The Tiger Who Came to Tea, Norman the Slug with the Silly Shell Animal Information books	Lucy and Tom at the Seaside, Somebody Swallowed Stanley, A Planet Full of Plastic People who help us information texts



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	The Little Old Lady Who Was Not Afraid of Anything					
Planned Trips/Visitors	Church Visit	Urban Factory Church Visit		Hall Hill Farm	Visit 'The Word'	Parent profession visits
Festivals and Events	Harvest Halloween Black History Month World Mental Health Day Anti-Bullying Week	Guy Fawkes Diwali Remembrance Day National Nursery Rhyme Day Christmas	Chinese New Year Shrove Tuesday The Big Bird Watch Children's Mental Health Week	World Book Day World Oral Health Day World Sleep Day Great British Spring Clean Easter	Fathers Day World Mental Health Week	Big Green Week World Environment Day National Healthy Eating Week Fieldwork Festival
Personal, Social and Emotional Development/ RSE/Our Lives	Kapow: Self Regulation – My Feelings Manage their own needs. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Kapow: Building Relationships – Special Relationships Manage their own needs. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Kapow: Managing Self – Taking on Challenges See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Kapow: Self-Regulation – Listening to and Following Instructions See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and	Kapow: Building Relationships – My Family and Friends See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Kapow: Managing Self – My Wellbeing See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.



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			Show resilience and perseverance in the face of challenge.	consider the feelings of others. Show resilience and perseverance in the face of challenge.	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.
Communication, Language and Literacy- Speaking and Listening	Learn new vocabulary Engage in story time Listen to stories to build familiarity and understanding Retell a story Listen to songs and rhymes Learn rhymes	Learn new vocabulary Engage in story time Listen to stories to build familiarity and understanding Retell a story Listen to songs and rhymes Learn rhymes	Learn new vocabulary Engage in story time Listen to stories to build familiarity and understanding Retell a story Listen to songs and rhymes Learn rhymes	Learn new vocabulary Engage in story time Listen to stories to build familiarity and understanding Retell a story Listen to songs and rhymes Learn rhymes	Understand how to listen carefully and why listening is important. Learn new vocabulary Use new vocabulary Ask questions to find out more and to check they understand what	Understand how to listen carefully and why listening is important. Learn new vocabulary Use new vocabulary Ask questions to find out more and to check they understand what



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	<p>Develop social phrases</p>	<p>Develop social phrases Engage in non-fiction Describe some events in detail</p>	<p>Develop social phrases Engage in non-fiction Describe some events in detail Articulates ideas in sentences Asks questions to find out more Uses new vocabulary throughout the day</p>	<p>Develop social phrases Engage in non-fiction Describe some events in detail Listen to and talk about non-fiction to develop knowledge and understanding Uses new vocabulary throughout the day</p>	<p>has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail . Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases Engage in story times. Listen to and talk about stories to build familiarity</p>	<p>has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail . Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases Engage in story times. Listen to and talk about stories to build familiarity</p>
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					and understanding. Retell the story, once they have developed a deep familiarity with the text Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction	and understanding. Retell the story, once they have developed a deep familiarity with the text Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction
Physical and P.E	Dough Disco Get set 4 P.E Fundamental skills Continuous provision – gross	Dough Disco Get set 4 P.E Fundamental skills Trip to Urban Factory – multi-skills	Dough Disco Get set 4 P.E Gymnastics Continuous provision – gross	Dough Disco Get set 4 P.E Ball skills and games Trip to Urban Factory – multi-skills	Dough Disco Get set 4 P.E Dance Games Continuous provision – gross	Dough Disco Get set 4 P.E Dance Games Sports Day Sports Week



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	motor skills outdoors	Continuous provision – gross motor skills outdoors	motor skills outdoors	Continuous provision – gross motor skills outdoors	motor skills outdoors	Continuous provision – gross motor skills outdoors
Literacy- Comprehension, Word Reading, Writing and Spelling	<p>Pre Phonics Sounds write units 1-3 cvc</p> <p>Reads letter sounds Blends sounds into words Spell words by identifying sounds Read a few common exception words</p> <p>Re-read books for fluency and enjoyment</p>	<p>Sounds write units 4-7 cvc</p> <p>Reads letter sounds Blends sounds into words Spell words by identifying sounds Read a few common exception words Begin to write short sentences</p> <p>Re-read books for fluency and enjoyment</p>	<p>Sounds Write units 8+9 vcc, cvcc, ccvc</p> <p>Reads letter sounds Blends sounds into words Read a few common exception words Spell words by identifying sounds Reads simple phrases and sentences Write short sentences</p> <p>Re-read books for fluency and enjoyment</p>	<p>Sounds Write unit 10 ccvcc, cvccc, ccvc</p> <p>Reads letter sounds Blends sounds into words Spell words by identifying sounds Read a few common exception words Write short sentences</p> <p>Re-read books for fluency and enjoyment</p> <p>Form lower case and capital letters correctly</p>	<p>Sounds Write unit 11 digraphs</p> <p>Reads letter sounds Blends sounds into words Read a few common exception words Spell words by identifying sounds Read letter groups that represent one sound Write short sentences</p> <p>Re-read books for fluency and enjoyment</p> <p>Form lower case and capital letters correctly</p>	<p>Sounds write unit 11 digraphs</p> <p>Reads letter sounds Blends sounds into words Read a few common exception words Spell words by identifying sounds Read letter groups that represent one sound Write short sentences</p> <p>Re-read books for fluency and enjoyment</p> <p>Form lower case and capital letters and correctly</p>



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<p>Mathematics Number and Numerical patterns Whiterose</p>	<p>Match, sort and compare objects Repeating patterns Representing 1,2,3 1 more, 1 less Composition of 1,2,3</p>	<p>Circles and triangles Shapes in the environment Describing position Shapes with 4 sides Day and night Subitising 1,2,3,4,5 Representing 1,2,3,4,5 1 more, 1 less</p>	<p>Introduce 0 Subitising 1,2,3,4,5 Representing 1,2,3,4,5 1 more, 1 less Conceptualising 5 Compare and explore capacity Find 6,7,8 Composition 6,7,8 Doubles Combining 2 groups Explore and compare length</p>	<p>Explore and compare weight Explore and compare height Talk about time Represent and explore 9 and 10 Number bonds to 10 Doubles to 10 Odd and even numbers Recognise and name 3D shapes Complex patterns</p>	<p>Build patterns beyond 10 Continue patterns beyond 10 Verbal counting beyond 20 Verbal counting patterns Add Take away Rotate and manipulate shapes Compose and decompose shapes Find shapes within pictures</p>	<p>Explore sharing Explore grouping Odd and even sharing and grouping Identify units of patterns Create and explore pattern rules Describe positions Give instructions Explore mapping Represent maps with models</p>
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<p>Understanding the World- History, Geography, R.E and Science</p>	<p><u>Geography:</u> Where in the world am I? Look at houses and homes in local area and maps</p> <p><u>History:</u> Black history month</p> <p><u>R.E:</u> Harvest in a Church visit How Shabbat is celebrated</p> <p><u>Science:</u> Seasonal changes – why things happen during autumn</p>	<p><u>History:</u> Bonfire Night Remembrance Day Dwiali</p> <p><u>R.E:</u> Christmas Story Christmas in Church visit</p> <p><u>Science:</u> Light and Dark Seasonal changes - winter</p>	<p><u>History:</u> Chinese New Year</p> <p><u>Geography:</u> Comparing China to England</p> <p><u>R.E:</u> Holy Books Stories Jesus Told</p> <p><u>Science:</u> Seasonal changes- winter</p>	<p><u>Geography:</u> The Big Spring Clean</p> <p><u>R.E:</u> Easter story Easter in Churches</p> <p><u>Science:</u> Seasonal changes – sings of spring and baby animals Life cycles of a chick Growing Plants</p>	<p><u>Geography:</u> World Environment Day</p> <p><u>R.E</u> Special buildings and worship</p> <p><u>Science:</u> Seasonal changes – Summer and weather Healthy eating and oral hygiene</p>	<p><u>Geography:</u> Fieldwork Festival – drawing and creating 'meaningful maps' of Reception garden and classroom</p> <p><u>History:</u> Seaside holidays old and new</p>
<p>Expressive Arts and Design- Music, Art and Design and Design Technology</p>	<p><u>Art:</u> Artist study – Yayoi Kasuma</p> <p><u>DT:</u> cooking and nutrition - harvest vegetable soup</p> <p><u>Music – Charanga</u> Me!</p>	<p><u>Art:</u> Van Gogh Starry Night</p> <p><u>Art:</u> Transient Art Andy Goldsworthy</p>	<p><u>DT:</u> Structures – junk modelling Boat for the Gingerbread Man</p> <p><u>Music – Charanga</u> Everyone!</p>	<p><u>Art:</u> Flowers sculptures / crafts</p> <p><u>Music – Charanga</u> My World</p> <p>Listening and responding to</p>	<p><u>DT:</u> cooking and nutrition – healthy fruit kebabs</p> <p><u>Music – Charanga</u> - Bear Funk</p>	<p><u>Art:</u> Artist study Joanne Wishart south shields– local artist</p> <p><u>DT:</u> Structures - Make a Kite plastic bags</p>



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	<p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p>	<p><u>Music – Charanga – My stories</u> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p>	<p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place</p>	<p>different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place</p>	<p>Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p>	<p><u>Music – Charanga Reflect, rewind, replay</u> Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p>
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