

Overview of learning themes

EYFS

Autumn 1

I can tell a story



Autumn 2

Changes all around us



Spring 1

Princes, Princesses, Knights and Dragons



Spring 2

Let's Grow



Summer 1

Marvellous Minibeasts and Creatures Great and Small



Summer 2

All things fantastical and mystical



**“The development of children’s spoken language underpins all seven areas of learning and development.”
(Development matters 2021)**

Communication and Language

Listening, Attention & Understanding	<p>Throughout the year, children will take part in whole class and group learning times, in which they will develop their listening and attention. They will have a wide range of opportunities to listen to and explore stories and rhymes, as well as learn to ask and answer questions with relevant responses.</p> <p>Our School Reading Spine identifies high quality core texts for each half term. The children will build up a repertoire of stories, which they can retell in their own words. We will draw upon Pie Corbett’s ‘Talk for Writing’ approach to teaching to support the children in their love for stories.</p>
Speaking	<p>Children will be given opportunities to express themselves effectively by sharing and talking about special events in their lives. The continuous provision provides the children with excellent opportunities to make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</p>

Personal, Social and Emotional Development

<p>“Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.” (Development Matters 2021)</p>	
Managing Self	<p>We encourage children to have a positive attitude towards learning and teach them to be resilient. By not giving up and changing their approach, the children are taught to learn from their mistakes and progress in their learning journey.</p> <p>We actively support the children through a set of relatable characters from CBeebies in developing a ‘growth mindset’ and developing good attitudes towards learning.</p> <p>We introduce school rules to the children and set a high expectation of behaviour.</p>

Physical Development

	As the children progress through the year, adults will set 'must-do jobs' in the class, which are learning tasks that the children must complete. This teaches the children to take responsibility for their own learning and encourages them to try new things. Furthermore, we encourage this responsibility and resilience in their personal hygiene and self-care skills					
Self-Regulation	<p>We spend lots of time with the children, talking about and understanding different emotions. We use 'mood spoons' and the 'Colour Monsters' to describe feelings.</p> <p>We learn mindfulness through our PSHE scheme and introduce opportunities throughout the day to help the children develop understanding and control of their emotions. The strong, warm and supportive relationships which adults develop with the children, enable the children to learn how to understand their own feelings and those of others.</p>					
Building Relationships	<p>Throughout the year, we provide the children with opportunities to play and work with different children in the setting. From turn taking games, to team building at forest school, the children learn to communicate, cooperate and compromise with others.</p> <p>During their time in the Foundation Stage 2, children will be helped to understand the needs of others and become sensitive to each other's feelings.</p>					
PSHE themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	https://www.chellastoni.derby.sch.uk/curriculum/school-curriculum/subject-progression-maps/					

**“Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives.”
(Development Matters (2021))**

Gross Motor	<p>Within the continuous provision, children have access to a variety of climbing equipment, large equipment for moving, such as milk crates and tyres, as well as P.E equipment including balls, hoops and skipping ropes.</p> <p>Our custom designed trim trail area and 'hill' has been developed to focus on children’s core strength in order to develop muscles that will support sitting at tables later in school.</p> <p>By allowing the children to play in the trees, to climb and swing we encourage balance and coordination as they navigate around the area.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Big, Awkward and Heavy focus during outdoor learning Squiggle while you wiggle	Introducing 'Fitness Friday' time in the hall with 'Sticky Kids'	Begin Gym Scheme of work for Reception Fitness Friday continues with outdoor provision	Games skills development through CIS scheme of work Fitness Friday continues with outdoor provision	Continue with Gym scheme of work Ride on vehicles such as those maneuvered with hands	Continue with Games skills development though CIS scheme of work

Literacy		Ride on vehicles such as 3 wheeled trikes with pedals	Squiggle while you wiggle Simple PE equipment introduced during outdoor learning (from CIS Games SOW)	such as circuits and obstacle courses Ride on vehicles such as two wheeled balance bikes Squiggle into a writer	such as circuits and obstacle courses introduced Squiggle into a writer	Squiggle into a writer	Healthy Living Week Sports Activities Squiggle into a writer	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Fine Motor	<p>The children have continuous access to a wide range of fine motor development activities at the Funky Fingers Table and the Tinker Table.</p> <p>These activities are also used for specific target groups and interventions</p> <p>Each week the children take part in muscle and coordination exercises such as Yoga and Go Noodle.</p> <p>Threading Beads Lacing Twisting with thumb & fingers Pinching pegs Using placing pegs in boards Using tweezers of different sizes Using pincer grip to place small objects eg on a patterns or crown Flicking paper balls Hammering golf tees eg in pumpkins Tracing activities with pencils, wax and fine paint brushes, Manipulating Dough Plasticine Turning nuts and bolts Wax rubbings Tying string Cutting with scissors Using small construction toys Placing small objects within transient art Pencil control and tripod grip activities Encouraging children to draw freely using a wide range of marking making resources inside and outdoors</p>						
	Health and Self Care	The children learn how to keep themselves safe and take reasonable risks, in the classroom, outdoor area and at forest school.						
		Hand hygiene Using cutlery Changing into wellies & shoes	Observes effects of physical activities on bodies Road Safety through outdoor learning			Importance of good health, food, diet, personal hygiene including dental health How to keep safe in the wider world Sun Safety		
	Comprehension and word reading	We promote a love of reading through book corners within our classrooms and frequent story times.						
		<p>We have daily story times and expose children to a rich variety of texts, including fiction, non-fiction and poetry. The children participate in daily phonics sessions, reflecting their personal rate of development. Word reading activities and games are provided within the continuous provision to enable the children to practise and apply their phonic knowledge.</p> <p>Play with rhyming words and identifying initial sounds in words Oral blending</p> <p>Phonics Progression - see progression document</p> <p>Reading single phonemes through books and games</p> <p>Segmenting and blending phonemes within simple words for reading</p> <p>Reading simple captions Reading sentences within books Reading for a purpose eg Instructions, letters, messages</p>						
Writing	Exploring a wide range of mark making tools Learning to write names	Writing names and making name labels for models etc. Sending messages using symbols and marks	Story scribing with children being encouraged to write single known words e.g. CVC, tricky words and names	Writing captions and labels for their work and models Story scribing continues with children doing more of their own	Letter writing eg. linked to Frog stories Writing simple sentences to go with artwork e.g. I can hop	Independent writing within provision Writing own stories		

Mathematics

Understanding the World

	<p>Using marks to convey meaning e.g. pictures</p> <p>Mark making within play eg shopping lists</p>	<p>Introduce story scribing (teacher scribing)</p> <p>Introducing correct letter formation through Phonics</p>	<p>Introduce story cards to support oral story telling and the beginning of recording a story in written form</p> <p>Writing captions and labels for their work and models</p>	<p>writing at an appropriate phonics phase etc.</p> <p>Extending the range of phonics & tricky words used to spell words within sentences</p>	<p>Writing for a purpose eg. Instructions, letters, messages for others</p>	
	<p>Counting and recognising up to 4</p> <p>Subitising</p>	<p>Comparing quantities within 5</p> <p>Subitising</p> <p>Shape</p> <p>Spacial Awareness</p>	<p>Numberbonds within 5</p> <p>Counting and recognising up to 10</p>	<p>Comparing numbers within 10</p> <p>Addition to 10</p> <p>Subtraction</p> <p>Length Height Weight & Distance</p>	<p>Adding by counting on</p> <p>Taking away by counting back</p> <p>Odds and Evens</p> <p>Doubling</p> <p>Halving & Sharing</p>	<p>Recall of addition and subtraction facts to 5 & doubles to 10</p> <p>Comparative language within weight, size and measures</p> <p>Capacity Time</p> <p>Repeating patterns</p>
<i>Past and Present</i>	<p>Our own life stories</p>	<p>Remembrance</p> <p>Life in the past related to The Christmas Story</p>	<p>Castles & life in the past, Medieval banquet</p> <p>Cooking on fire as in medieval times in castle</p> <p>The Royal Family history</p>	<p>How plants change over time with the seasons</p> <p>Life cycle of ducks</p>	<p>Life cycles of frogs, minibeast through stories</p> <p>History of Twycross Zoo (linked to trip)</p>	<p>Pirate life compared to ours</p> <p>Growing up from baby to adult (PSHE)</p> <p>Own Memories of time in Reception</p> <p>Holidays in the past compared to now</p>
<p><i>People, Culture and Communities</i></p> <p><i>Ongoing throughout the Year</i></p>	<p>Our Families & Where we live</p> <p>Harvest</p>	<p>Bonfire Night</p> <p>Diwali</p> <p>Christmas</p> <p>Post Office</p>	<p>Chinese New Year</p> <p>Life in China</p> <p>Shrove Tuesday</p> <p>Peoples jobs doctors & Nurses</p> <p>Prince & Princess stories from different cultures / countries</p>	<p>Mother's Day</p> <p>Easter and how it's celebrated in different countries</p>	<p>Zoo trip</p> <p>Discover the countries animals live in</p>	<p>Father's Day</p> <p>Healthy Living week</p> <p>Visitors eg Dentist/ nurse</p> <p>Countries where we travel on holiday</p>

Expressive Arts and Design		Birthdays, Births within families, Holidays, Special family occasions, Eid (month it's celebrated changes) We use the Discovery RE scheme plans throughout the year which also cover: What makes me special, stories from different religions, special places					
	<i>The Natural World</i>	Cooking:, Bread Using our senses	Cooking: Vegetable soup/ porridge Gingerbread/ bread Marshmallows on fire Autumn	Cooking: Shortbread/ biscuits/ stir fry noodles, toast on the fire Materials	Cooking: Chocolate nests, egg & cress sandwiches Spring & animals and babies on a farm Science Week Ducks & animals that lay eggs Planting and growing (cress / beans)	Minibeasts Frogs Wild animals and habitats	Cooking: Smoothies, fruit salad, pirate iced biscuits Floating and sinking
	<i>Technology</i>	Technology All Around Us – making class rules, how to use an iPad Online Reputation Uses of technology at home and school Using IT safely & Online safety revisited throughout the year	Programming – creating algorithms and debugging - unplugged Online Bullying Using ipads; games to support learning	Digital Creators iPads: Taking photos Safer Internet Day Online Relationships	Data Handlers - Sorting things by their properties Copyright and Ownership	Programming Beebots (algorithms) Self-Image and Identity	Privacy and Security Managing Online Information Health, Well-Being and Lifestyle
<i>Creating with Materials</i> <i>(term in which skills are introduced then continued within provision)</i> ART	Self exploration of creative area and limited materials Introduce water colour paints “This is me” line drawing (to be updated 3 times during the year) Self portraits - look at artists' self	Paint station: Exploring how to mix paints to create new colours Natural Materials & transient art link to artist James Blunt Exploring chalk e.g. firework pictures	3D models eg castle, (paper craft skills) Collaging dragons, choosing appropriate materials and techniques e.g. cutting or tearing “This is me” line drawing (to be	Observational drawing - plants and flowers Modelling with mud to create mud faces, decorating with natural materials	3D modelling - animals with clay, junk etc Consolidating mixing paints for a specific purpose e.g. frogs “This is me” line drawing (to be updated 3 times during the year)	Selecting own materials for specific purposes and the creation of art e.g. pirate/fairies costumes and accessories, ships and boats Exploring the skill of weaving e.g. dream catchers	

	<p>portraits and talk about whether we can tell how the person was feeling. Create own portraits</p> <p>Explore modelling with clay: hedgehogs</p>	<p>Begin to use resources for more specific purposes eg Christmas decorations,</p>	<p>updated 3 times during the year)</p>			
<p><i>Introduction of Tools & Techniques</i> (term in which skills are introduced then continued within provision)</p> <p>D&T</p>	<p>Scissors and cutting skills Stapling Sellotape Masking tape Paper glue PVA glue Snipping and fringing e.g. hedgehog</p>	<p>Woodwork; Hammering Hole punch and split pins</p> <p>Froning for Trees (3 bears)</p>	<p>Folding tabs to make card stand up or attach Folding a concertina Froning (cut tabs to make a 3D shape stand up revisit)</p>	<p>Sewing eg a button for an eye (duckling) or carry over to Summer 1 & do frog with button eyes</p> <p>Clay eggs with patterns</p> <p>Woodwork; beanstalks, crosses</p>	<p>Woodwork: Using a screwdriver?</p>	<p>Sewing felt (fairy dust pouch)</p>
<p><i>Food technology skills</i></p>	<p>Mixing and Kneading Spreading with a butter knife Cutting with a plastic knife (eg toast)</p>	<p>Use plastic salad knives to chop (eg fruit for snack) Use 2 handed crinkle cutters (eg veg for soup)</p>	<p>Snipping eg beansprouts Chopping with plastic knives and 2 handed crinkle cutters (eg stir fry)</p>	<p>Consolidation opportunities within provision eg snacks, sandwiches</p>	<p>Consolidation opportunities within provision eg snacks, sandwiches</p>	<p>Chopping with plastic knives and 2 handed crinkle cutters (eg fruit salad, smoothies)</p>
<p><i>Being Imaginative and Expressive</i></p>	<p>Retelling stories with puppets, Retelling stories through roleplay and strategies such as hot seating, Use props, puppets and models within play to act out and create own stories Themed and enhanced play areas throughout the year eg. post office, chinese cooking, fancy dress themes like pirates, princesses, Creating small world scenarios for children to use linked to topics leading onto the children creating their own with open-ended resources</p> <p>Outdoor learning role play in cafe, mud-kitchen, shop, den building</p> <p>Access to a wide range of open-ended resources to encourage imaginative play eg crates, blocks, drapes, scarves</p> <p>All linked to experiences within creating materials too</p>					
<p><i>Music</i></p>	<p>We use Charanga throughout the year</p>	<p>Christmas songs & performance Explore making sounds with instruments</p>	<p>Learn songs within topic themes ongoing</p>	<p>Use Instruments to accompany songs and music with structure</p>	<p>Use instruments to compose own music</p>	<p>To sing and use instruments to perform to an audience</p>

