
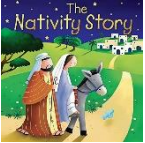
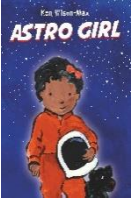


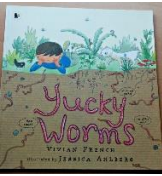

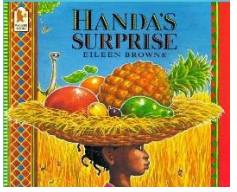




Bellingham Primary School- EYFS Planning 2023-2024- Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Good to be me. About me.	Once upon a time Traditional stories	Into the Dark Fantasy stories	Are we there yet? Transport	What am I... Minibeasts	Let's go on an adventure Africa
Topic / Themes (these may change due to chn's interests & needs)	Starting school My new class All about me My family/ home Local area Exploring Autumn Harvest Halloween	Autumn/ Winter Celebrations and beliefs Diwali, Night time / dark Bonfire night, Christmas	Winter Chinese New Year Valentine's Day Around the World RSPB Bird Watch Environments Nocturnal animals Night/ Day.	Spring Shrove's Tuesday Easter Spring World Book Day Mother's Day Easter Transport Transport through time. Maps of local area	Spring/ Summer Planting/Gardening- growing and caring for plants- flowers and vegetables. Local area Minibeasts Life cycles Habitats World Environment	Summer Summer holidays (past and present) Animals Under the Sea hot places and holidays Reduce, Reuse, Recycle Father's Day Environment
Power of reading - CLPE text =	<p>Alphonse "There is mud on the ceiling" by Daisy Hirst</p>  <p>The Colour Monster by Anna Llenas</p>  <p>The Little Red Hen</p> 	<p>Goldilocks and the three bears. (Talk 4 Writing).</p>  <p>The Nativity story</p> 	<p>Astro Girl by Ken Wilson Max</p>  <p>Emily Brown and the Thing by Cressida Cowel and Neal Layton</p>  <p>The story of Pinocchio.</p> 	<p>Naughty Bus by Jan and Jerry Oke</p>  <p>Stanley's Stick by John Hegley</p> 	<p>Yucky Worms by Bog Baby by Jeanne Willis</p>  <p>The Bog Baby by Jeanne Willis & Gwen Millward</p> 	<p>Splash! Anna Hibiscus by Atinuke & Lauren Tobia</p>  <p>Handa's Surprise by Eileen Browne</p> 

Enrichment	Open Morning Harvest Festival	Whole school Christmas production at the town hall. Christmas church service. Santa Dash.	Chinese food tasting using chopsticks. Swimming Trip to the theatre royal to see Pinocchio	Making pancakes World Book Day Swimming	School trip to garden centre/ allotments. Gardening	Summer trip School picnic Sports Day Staycation day
Communication and Language	To understand how to listen carefully and why listening is important. To engage in story times. To learn rhymes, poems and songs To develop social phrases. To connect one idea or action to another using a range of connectives.	To listen to and talk about stories to build familiarity and understanding. To retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own word.	To articulate their ideas and thoughts in well-formed sentences. To describe events in some detail e.g. what we did for Christmas.	To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. To listen carefully to rhymes and songs, paying attention to how they sound.	To use new vocabulary in explanations and in different contexts. To listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	To ask questions to find out more and to check they understand what has been said to them linked to sea creatures and under the sea.
	Learn new vocabulary	Use new vocabulary through the day				
ELG	Listening, attention and understanding. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Personal, social and emotional development	To see themselves as a valuable individual. To manage their own needs Jigsaw Being in my world	To think about the perspectives of others. To express their feelings and consider the feelings of others. Celebrating difference	To show resilience and perseverance in the face of challenge. To identify and moderate their own feelings socially and emotionally. To set some goals and aspirations for the future. Dreams and goals	To know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Healthy Me	To build cconstructive and respectful Relationships	To identify and moderate their own feelings socially and emotionally. Changing Me

ELG	<p>Self-regulation- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships - Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>					
Physical Development PE- Mr Ellison (PE specialist).	<p>To revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. To further develop the skills, they need to manage the school day successfully - lining up and queuing - mealtimes</p> <p>PE- skills.</p>	<p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To develop overall body-strength, balance, co-ordination and agility.</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>PE- Gymnastics</p>	<p>To progress towards a more fluent style of moving, with developing control and grace.</p> <p>To combine different movements with ease and fluency.</p> <p>PE- Dance / Swimming</p>	<p>To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>PE -Swimming</p>	<p>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>PE-ball games</p>	<p>To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>To develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>PE- games/ Sports Day</p>
ELG	<p>Gross Motor Skills- Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>					
Literacy	<p>Read individual letters by saying the sounds for them.</p> <p>To orally blend sounds together.</p>	<p>To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>To read some letter groups that each represent one sound and say sounds for them.</p> <p>To read simple phrases and sentences made up</p>	<p>To re-read these books to build up their confidence in word reading, their fluency and their</p>	<p>To re-read what they have written to check that it makes sense.</p> <p>To write short sentences with words with known letter-sound</p>	<p>To write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>

	<p>To use dominant hand and developing (pinchy pinchy) tripod grip.</p> <p>To begin to form lower case letters.</p> <p>To mark make and give meaning to marks.</p> <p>To write some or all of your name.</p>	<p>To read a few common exception words matched to the school's phonic programme</p> <p>To begin to spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>To continue to spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>understanding and enjoyment</p> <p>To begin to write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p>	<p>correspondences using a capital letter and full stop</p> <p>To form lower-case and capital letters correctly.</p>	<ul style="list-style-type: none">
ELG	<p>Comprehension -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing- Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>					
RWI	Set 1 sounds Green words	Set 1 sounds Green/ red words	Introduce set 2 sounds Red words	Introduce set 2 sounds Red Words	Consolidate set 2 sounds Red Words	Consolidate set 2 sounds Red Words
Mathematics White rose	<p>To focus on key times of day. Class routines.</p> <p>To count objects, actions, sounds, subitise and focus on the composition of numbers 1, 2, 3, 4, 5.</p> <p>To link the number symbol (numeral) with its cardinal number value.</p> <p>To count beyond ten.</p> <p>To compare numbers.</p> <p>To recall some number bonds for numbers 0-5</p> <p>To continue, copy and create repeating patterns.</p> <p>To use some positional language</p>	<p>To focus on counting, representing, comparing, composition of numbers 4, 5, 6, 7, 8</p> <p>To understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>To subitize.</p> <p>To name basic 2D shapes and discuss their properties</p> <p>Early addition and subtraction</p> <p>Basic sharing</p>	<p>To focus on counting, representing, comparing, composition of numbers 5, 6, 7, 8, 9.</p> <p>Subitising</p> <p>Addition and subtraction</p> <p>Time</p> <p>Shape</p>	<p>To focus on counting, representing, comparing, composition of numbers 7, 8, 9, 10.</p> <p>To recall number bonds for numbers 0-5 and some to 10</p> <p>Select, rotate and</p> <p>To continue, copy and create repeating patterns</p> <p>manipulate shapes to develop spatial reasoning skills.</p> <p>Compare length, weight and capacity</p> <p>To practise halving, doubling and sharing.</p>	<p>To focus on counting, representing, comparing, composition of numbers 10, 11, 12, 13, 14, 15.</p> <p>To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can Addition and subtraction.</p>	<p>To automatically recall number bonds for numbers 0-10.</p> <p>To subitize</p> <p>To double, share, group and half.</p> <p>To recognise odd and even numbers .</p> <p>Money, time, shape</p> <p>Spatial reasoning</p> <p>To focus on counting, representing, comparing, composition of numbers 16, 17, 18, 19, 20.</p>

ELG	<p>Number - Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns- Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
Understanding the World	<p>To talk about members of their immediate family and community. To name and describe people who are familiar to them.</p> <p>To explore the natural world around them.</p>	<p>To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To describe what they see, hear and feel whilst outside..</p>	<p>To recognise some similarities and differences between life in this country and life in other countries.</p> <p>To recognise some environments that are different to the one in which they live.</p> <p>To understand that some places are special to members of their community.</p>	<p>To draw information from a simple map.</p> <p>To comment on images of familiar situations in the past.</p> <p>To compare and contrast characters from stories, including figures from the past.</p>	<p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>To understand the effect of changing seasons on the natural world around them.</p>	<p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts.</p>
ELG	<p>Past and Present -Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World -Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
Expressive Arts and Design Music with Mr Tait- Music specialist.	<p>To develop storylines in pretend play.</p> <p>To begin to explore and engage in music making following the Charanga music scheme for reception.</p>	<p>To sing in a group and perform in the Christmas performance.</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>To sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>To listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>To watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>To explore and engage in music making and dance, performing solo or in groups.</p> <p>To create collaboratively, sharing ideas, resources and skills.</p>

	Charanga- Me	Charanga- My stories	Charanga- Everyone	Charanga- Our World	Charanga- Big Bear Funk	Charanga- Reflect, rewind and replay
ELG	<p>Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					
Forest School	<p>Forest school sessions will be planned at the beginning of each half term. This will be flexible due to the weather conditions, seasons and the interests and needs of the children. Where possible links will be made to other areas of the curriculum</p>					

Statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.