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| **EYFS – Reception** | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** | All about Me  Autumn | Diwali  Christmas | Winter  Poetry Week  Penguin’s and Place  Chinese New Year | | New Life  Easter  Spring  Mother’s Day | People who help us  Superheroes  Eid | Minibeasts  Father’s Day |
| **EYFS Provision** | Play is a key way children learn throughout the Foundation Stage. Through play, children can explore, develop and represent learning experiences and practise and build up ideas, concepts and skills. For example, when playing in an improvised café children can be encouraged to look at menus, reservation lists and relevant recipe books, and incorporate these into their play. This establishes meaningful links with their other literacy learning. When children are encouraged to write their own menus, reservation lists and recipes and use these in their play, they are learning that letters and words are useful symbolic ways of preserving meaning. Having a purpose for writing, which is real and of interest to children, will help them to understand why learning to write is important and will motivate them to write. They also need someone to provide a model as a writer and to respond as a reader to their early attempts at writing. As children take part in shared reading and writing activities they begin to recognise and use the conventions of composition, spelling, and handwriting in their own writing. | | | | | | |
| Text type (Focus) | **Mark making and exploration**  **Name writing**  **Labelling a pumpkin** | **Instructional – How to make a Christmas decoration / Diva lamps** | **Poetry – creating a winter poem**  **Exploring places** | | **Recount of the farm visit**  **Instructions of how to grow a plant** | **Letters to Supertato/ Evil Pea** | **Factfile of a minibeast** |
| Text  Narrative  Non-fiction  Poetry | **Oliver’s Vegetables by Vivian French**  **Funnybones by Janet and Allan Ahlberg**  **Autumn (various books)**  **Diwali by Chris Deshpande**  **Rama and the Demon King (Jessica Souhami)**  **Christmas (various books)**  **Stick Man by Julian Donaldson** | | **Penguins (various books)**  **Winter (various books)**  **Superhero Mum by Timothy Knapman**  **The Tiny Seed by Eric Carle**  **Easter (various books)**  **One Snowy Night by Nick Butterworth**  **The Secret Garden by Nick Butterworth** | | | **Supertato by Sue Hendra**  **Superhero Dad by Timothy Knapman**  **Minibeasts (various books)**  **Mad about Minibeasts by Giles Andreae**  **Simira’s Eid by Nasreen Aktar**  **The Smartest Giant in Town by Julia Donaldson**  **Billy’s Bucket by Kes Gray and Garry Parsons** | |
| Objectives | Physical Development –  3 and 4-year-olds will be learning to:  Use a comfortable grip with good control when holding pens and pencils.  Show a preference for a dominant hand.  Children in reception will be learning to:  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Early Learning Goal  Fine Motor Skills ELG Children at the expected level of development will:   * 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, paint brushes and cutlery * Begin to show accuracy and care when drawing. | | | Writing  3 and 4-year-olds will be learning to:  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name.  Write some letters accurately.  Children in reception will be learning to:  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.  Early Learning Goal  Writing ELG Children at the expected level of development will:   * 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 ready by others. | | | |