



Termly planning will primarily stem from observations of children's ideas and interests during their play. The yearly overview outlines some of the things that the teacher anticipates will be covered in each term. This is then added to for the following terms following weekly child initiated learning and reflections allowing the teacher to see what the children's next steps are and setting up opportunities within the classroom for them to achieve them.

	Autumn		Spring		Summer	
Topic	Ourselves	Christmas/Winter	Blue Planet and Keeping Green	Growth and Change of Plants and Animals Being Healthy	Our Community and People who Help Us – people who help us and history of Murton	The World – Other countries and geographical features
Visits	No trips this term to allow for settling in period.	Christmas EYFS & KS1 Trip	Depending on children's interests from observations.	Possible visits to Farm or Garden Centre	Fire Station/Supermarket	Depending on children's interests from observations.
Visitors	School Nurse – Handwashing Dentist -Tooth Brushing			Animals	Doctor/nurse Dentist Midwife Vet Builder	Local features e.g beach
Celebrations	Remembrance Bonfire Night Advent Christmas		Spring – new life World Recycling Day Easter	Chinese New Year Mother's day	NHS Birthday Sports day Transition to Year One!	
RE	Topic 1 : Myself Topic 2 : Welcome Topic 3 : Birthday		Topic 1 : Celebrating Topic 2 : Gathering Topic 3 : Growing		Topic 1 : Good News Topic 2 : Friends Topic 3 : Our World	
PSED	<b>Making Relationships</b> <ul style="list-style-type: none"> <li>Making friends in class.</li> <li>Playing cooperatively.</li> <li>Forming good relationships with peers and familiar adults.</li> </ul> <b>Self-Confidence and Self Awareness</b> <ul style="list-style-type: none"> <li>Choosing and using activities and resources in class with help.</li> <li>Taking on the responsibility of carrying out small tasks.</li> <li>Becoming more outgoing towards unfamiliar people and more confident in</li> </ul>		<b>Making Relationships</b> <ul style="list-style-type: none"> <li>Initiates conversations and takes accounts of what others say</li> <li>Explaining their own understanding and asking appropriate questions to others</li> <li>Taking steps to resolve their own conflicts</li> </ul> <b>Self-Confidence and Self Awareness</b> <ul style="list-style-type: none"> <li>Being confident to speak to others about own interests, wants and needs</li> <li>Describing self in positive terms</li> </ul>		<b>Making Relationships</b> <ul style="list-style-type: none"> <li>Playing cooperatively and taking turns</li> <li>Taking account of others ideas when organising an activity</li> <li>Showing sensitivity to others feelings, thoughts and needs</li> </ul> <b>Self-Confidence and Self Awareness</b> <ul style="list-style-type: none"> <li>Being confident to try new activities and say when they like something</li> <li>Being confident to speak in a familiar group</li> <li>Saying when we do or do not need</li> </ul>	

	<p><i>new social situations.</i></p> <ul style="list-style-type: none"> <li>• Being confident to talk to other children when playing.</li> <li>• Knowing who to ask if help is needed.</li> </ul> <p><i>Managing Feelings and Behaviour</i></p> <ul style="list-style-type: none"> <li>• Classroom rules and school rules.</li> <li>• Being aware of own feelings, and knowing that some actions and words can hurt others' feelings.</li> <li>• Sharing resources and taking turns.</li> </ul>	<p><i>Managing Feelings and Behaviour</i></p> <ul style="list-style-type: none"> <li>• Understanding how own actions can affect and make others feel</li> <li>• Developing awareness of boundaries and behavioural expectations</li> <li>• Developing strategies to solve problems and conflicts</li> </ul>	<p><i>help</i></p> <p><i>Managing Feelings and Behaviour</i></p> <ul style="list-style-type: none"> <li>• Talking about how we and others show feelings</li> <li>• Talking about own and others behaviour and consequences</li> <li>• Working as part of a bigger group or whole class</li> <li>• Adjusting behaviour to different situations and expectations</li> </ul>
<p><b>Communication and Language</b></p>	<p><i>Listening and Attention</i></p> <ul style="list-style-type: none"> <li>• Listening one to one or in small groups.</li> <li>• Listening to stories with increasing attention and recall.</li> <li>• Joining in with rhymes and stories.</li> <li>• Following instructions.</li> </ul> <p><i>Understanding</i></p> <ul style="list-style-type: none"> <li>• Understanding the use of objects and tools in class.</li> <li>• Understanding prepositions such as 'under', 'on top', 'behind'.</li> <li>• Responding to simple instructions.</li> <li>• Understanding 'why' and 'how' questions.</li> </ul> <p><i>Speaking</i></p> <ul style="list-style-type: none"> <li>• Using more complex sentences (e.g. using and, because).</li> <li>• Retelling simple past events in correct order.</li> <li>• Using talk to explain what is happening and anticipate what might happen next.</li> <li>• Questioning why things happen and giving explanations.</li> <li>• Using a range of tenses (e.g. play, playing, will play, played).</li> </ul>	<p><i>Listening and Attention</i></p> <ul style="list-style-type: none"> <li>• Maintaining attention, listening and sitting quietly for an appropriate activity.</li> <li>• Two channelled attention, listening and doing for a short time</li> </ul> <p><i>Understanding</i></p> <ul style="list-style-type: none"> <li>• Responding appropriately to two part instructions</li> <li>• Following a story without pictures or prompts</li> <li>• Listening and responding to others in conversation or discussion</li> </ul> <p><i>Speaking</i></p> <ul style="list-style-type: none"> <li>• Extending vocabulary</li> <li>• Exploring new sounds and words</li> <li>• Using language to imagine and recreate roles and experiences in play</li> <li>• Using talk to clarify thoughts, feelings and events</li> <li>• Introducing a story or narrative in to play</li> </ul>	<p><i>Listening and Attention</i></p> <ul style="list-style-type: none"> <li>• Listening attentively in a range of situations</li> <li>• Listening to stories and accurately anticipating key events and responding to what happens with relevant questions</li> <li>• Giving full attention to what others say and asking appropriate questions</li> </ul> <p><i>Understanding</i></p> <ul style="list-style-type: none"> <li>• Following instructions including several actions</li> <li>• Answering how and why questions</li> <li>• Expressing views about events, characters, answering questions about what has happened after listening to a story</li> </ul> <p><i>Speaking</i></p> <ul style="list-style-type: none"> <li>• Using speech to express themselves effectively</li> <li>• Using past, present and future forms when talking about events</li> <li>• Developing their own narratives</li> </ul>

	<ul style="list-style-type: none"> <li>• Building up vocabulary.</li> <li>• Using talk in pretending that objects stand for something else in play.</li> </ul>		
<b>Physical Development</b>	<p><i>Moving and Handling</i></p> <ul style="list-style-type: none"> <li>• Moving freely and with pleasure and confidence in a range of ways.</li> <li>• Running skilfully and negotiating space successfully</li> <li>• Catching a large ball.</li> <li>• Drawing lines and circles using gross motor movements.</li> <li>• Using one-handed tools and equipment.</li> <li>• Holding a pencil correctly and using it with good control.</li> <li>• Copying some letters, e.g. letters from their name.</li> </ul> <p><i>Health and Self-Care</i></p> <ul style="list-style-type: none"> <li>• Understanding that equipment and tools have to be used safely.</li> <li>• Self-care – toileting and washing and drying hands.</li> <li>• Dressing with minimal help.</li> </ul>	<p><i>Moving and Handling</i></p> <ul style="list-style-type: none"> <li>• Experimenting different ways of moving</li> <li>• Jumping off and landing</li> <li>• Negotiating space whilst running, moving etc.</li> <li>• Travelling with confidence and skill</li> <li>• Increasing control over an object e.g ball or bean bag</li> <li>• Handling and using tools with a purpose and increased control</li> <li>• Choosing a dominant hand</li> <li>• Forming recognisable letters</li> <li>• Holding and using a pencil with increased control</li> </ul> <p><i>Health and Self-Care</i></p> <ul style="list-style-type: none"> <li>• Eating a healthy range of food</li> <li>• Being clean and dry throughout the day</li> <li>• Understanding good practises for exercise, eating, sleeping and hygiene</li> <li>• Practising safety measures without guidance</li> </ul>	<p><i>Moving and Handling</i></p> <ul style="list-style-type: none"> <li>• Showing good control in large and small movements</li> <li>• Moving confidently in a range of ways</li> <li>• Negotiating space</li> <li>• Handling tools and equipment effectively including pencil for writing</li> </ul> <p><i>Health and Self-Care</i></p> <ul style="list-style-type: none"> <li>• Knowing the importance of good health, physical exercise, healthy diet and keeping safe</li> <li>• Managing own basic hygiene, and personal needs</li> <li>• Dressing and going to the toilet independantly</li> </ul>
<b>Literacy</b>	<p><i>Reading</i></p> <ul style="list-style-type: none"> <li>• Enjoying rhyming and rhythmic activities.</li> <li>• Listening and joining in with stories and poems, one-to-one and also in small groups.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggesting how the story might end.</li> <li>• Listening to stories with increasing</li> </ul>	<p><i>Reading</i></p> <ul style="list-style-type: none"> <li>• Hearing and saying sounds</li> <li>• Segmenting sounds in simple words and blending them together to read.</li> <li>• Knowing which letters represent sounds</li> <li>• Linking sounds and letters</li> <li>• Beginning to read words and simple sentences</li> <li>• Using new vocabulary and speech</li> </ul>	<p><i>Reading</i></p> <ul style="list-style-type: none"> <li>• Read and understand simple sentences</li> <li>• Using phonic knowledge to decode regular words and read them aloud</li> <li>• Reading some common irregular words</li> <li>• Demonstrating understanding of what is read</li> <li>• Letters and Sounds Phase 4</li> </ul>

	<p>attention and recall.</p> <ul style="list-style-type: none"> <li>• Describing main story settings, events and principal characters.</li> <li>• Recognising familiar words such as own name.</li> <li>• Looking at books independently and handling them carefully.</li> <li>• Knowing that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>• Letters and Sounds Phase 1-2</li> </ul> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>• Giving meaning to marks as they draw and paint.</li> <li>• Writing own name.</li> <li>• Letters and Sounds Phase 1-2</li> </ul>	<p>influenced by experiences</p> <ul style="list-style-type: none"> <li>• Enjoying an increasing range of books</li> <li>• Letters and Sounds Phase 3</li> </ul> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>• Breaking the flow of speech in to words</li> <li>• Hear and say initial sounds in words</li> <li>• Segmenting the sounds in simple words</li> <li>• Link sounds to letters</li> <li>• Using some clearly identifiable letters to communicate meaning, representing some sounds correctly</li> <li>• Writing own name</li> <li>• Writing captions and labels</li> <li>• Beginning to write short sentences.</li> <li>• Letters and Sounds Phase 3</li> </ul>	<p><i>Writing</i></p> <ul style="list-style-type: none"> <li>• Using phonic knowledge to write words that match their spoken sounds</li> <li>• Writing some common irregular words</li> <li>• Writing simple sentences that can be read by themselves and others</li> <li>• Writing some words correctly and other phonetically plausible.</li> <li>• Letters and Sounds Phase 4</li> </ul>
<p>Mathematics</p>	<p><i>Number</i></p> <ul style="list-style-type: none"> <li>• Using number names accurately in play.</li> <li>• Reciting numbers in order to 10.</li> <li>• Knowing that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Matching numeral and quantity correctly.</li> <li>• Realising not only objects, but anything can be counted,</li> <li>• including steps, claps or jumps.</li> </ul> <p><i>Shape, Space and Measure</i></p> <ul style="list-style-type: none"> <li>• Using positional language.</li> <li>• Showing interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Talking about the shapes of everyday objects e.g. 'round' and 'tall'.</li> </ul>	<p><i>Number</i></p> <ul style="list-style-type: none"> <li>• Recognising numbers 1-5</li> <li>• Counting up to 5 objects, saying numeral names</li> <li>• Counting objects that can not be moved</li> <li>• Counting to 10 and beginning to count beyond</li> <li>• Selecting the correct numeral to match a quantity</li> <li>• Estimating objects amount and counting to check</li> <li>• Finding a total number of two groups by counting how many altogether</li> <li>• Saying one more than a given number</li> <li>• Beginning to use language around addition and subtraction</li> </ul>	<p><i>Number</i></p> <ul style="list-style-type: none"> <li>• Counting reliably with numbers 1-20</li> <li>• Ordering numbers 1-20</li> <li>• Saying one more and one less than a given number to 20</li> <li>• Using quantities and objects to add and subtract</li> <li>• Solving problems including halving, doubling and sharing</li> </ul> <p><i>Shape, Space and Measure</i></p> <ul style="list-style-type: none"> <li>• Using everyday language to describe size, weight, capacity, position, distance, time and money</li> <li>• Comparing quantities of the above</li> <li>• Recognising and creating patterns</li> <li>• Exploring and describing shapes</li> </ul>

	<ul style="list-style-type: none"> <li>Beginning to use mathematical names for 2D shapes.</li> </ul>	<p><i>Shape, Space and Measure</i></p> <ul style="list-style-type: none"> <li>Beginning to name solid 2D and 3D shapes</li> <li>Selecting shapes by names</li> <li>Describes positioning</li> <li>Ordering items by length or height</li> <li>Ordering items by weight or capacity</li> <li>Using objects and shapes to create patterns</li> <li>Using everyday language related to money and time</li> <li>Ordering and sequencing familiar events</li> </ul>	
<p><b>Understanding the World</b></p>	<p><i>People and Communities</i></p> <ul style="list-style-type: none"> <li>Showing interest in the lives of people who are familiar to them.</li> <li>Remembering and talking about significant events in their own experience.</li> <li>Recognising and describing special times or events for family or friends.</li> <li>Showing interest in different occupations and ways of life.</li> <li>Knowing some of the things that make them unique.</li> </ul> <p><i>The World</i></p> <ul style="list-style-type: none"> <li>Developing an understanding of growth and changes over time.</li> </ul> <p><i>Technology</i></p> <ul style="list-style-type: none"> <li>Using ICT hardware to interact with age-appropriate computer software.</li> </ul>	<p><i>People and Communities</i></p> <ul style="list-style-type: none"> <li>Joining in with family customs and routines</li> </ul> <p><i>The World</i></p> <ul style="list-style-type: none"> <li>Looking closely at similarities, differences, patterns and change</li> </ul> <p><i>Technology</i></p> <ul style="list-style-type: none"> <li>Completing a simple program on a computer</li> <li>Interacting with age appropriate computer software,</li> </ul>	<p><i>People and Communities</i></p> <ul style="list-style-type: none"> <li>Talking about past and present events in their own and other lives</li> <li>Knowing and understanding that children don't always like the same things</li> <li>Understanding similarities and differences between themselves, others, places and communities</li> </ul> <p><i>The World</i></p> <ul style="list-style-type: none"> <li>Similarities and differences in relation to places, people, objects and living things</li> <li>Talking about features of own immediate environment, and how environments can vary</li> <li>Making observations of animals and plants</li> <li>Explaining why changes occur</li> </ul> <p><i>Technology</i></p> <ul style="list-style-type: none"> <li>Recognising a range of technology</li> </ul>

			<p><i>used in a range of settings e.g home and school</i></p> <ul style="list-style-type: none"> <li>• <i>Select and use technology for a specific purpose.</i></li> </ul>
<p><b>Expressive Arts and Design</b></p>	<p><i>Exploring and Using Media and Materials</i></p> <ul style="list-style-type: none"> <li>• <i>Building a repertoire of songs and dances.</i></li> <li>• <i>Exploring the different sounds of instruments.</i></li> <li>• <i>Understanding that different media can be combined to create new effects.</i></li> <li>• <i>Manipulating materials to achieve a planned effect.</i></li> <li>• <i>Constructing with a purpose in mind, using a variety of</i></li> <li>• <i>resources.</i></li> </ul> <p><i>Being Imaginative</i></p> <ul style="list-style-type: none"> <li>• <i>Engaging in imaginative role-play based on own first-hand experiences.</i></li> <li>• <i>Capturing experiences and responses with a range of media, such as music, dance and paint and other materials or words.</i></li> </ul>	<p><i>Exploring and Using Media and Materials</i></p> <ul style="list-style-type: none"> <li>• <i>Learning a range of songs and music</i></li> <li>• <i>Exploring the sounds of instruments</i></li> <li>• <i>Experimenting with colour mixing</i></li> <li>• <i>Experimenting with texture</i></li> <li>• <i>Combining different media to create a new affect</i></li> <li>• <i>Constucting with a purpose in mind</i></li> <li>• <i>Using simple tools and techniques</i></li> <li>• <i>Selecting appropriate resources</i></li> <li>• <i>Using tools to shape, assemble and join materials</i></li> </ul> <p><i>Being Imaginative</i></p> <ul style="list-style-type: none"> <li>• <i>Creating simple representations of events, places and people</i></li> <li>• <i>Choosing colours for a particular purpose</i></li> <li>• <i>Introducing storylines and narratives in play</i></li> <li>• <i>Playing cooperatively as a part of a group</i></li> </ul>	<p><i>Exploring and Using Media and Materials</i></p> <ul style="list-style-type: none"> <li>• <i>Singing songs and making music and dances</i></li> <li>• <i>Using and exploring a variety of materials, tools and techniques.</i></li> <li>• <i>Experimenting with colour, texture, form and function</i></li> </ul> <p><i>Being Imaginative</i></p> <ul style="list-style-type: none"> <li>• <i>Using what they have learnt about media and material in original ways for a purpose</i></li> <li>• <i>Representing their own ideas, thoughts and feelings through design and technology, art, music, dance and role play.</i></li> </ul>