

## Early Years Yearly Overview, Prime Area of Learning: Communication and Language (CL)

Subject link	Pre-School (most children)	Reception Year (all children)	Subject teaching within continuous, enhanced and directed indoor and outdoor provision to embed skills and knowledge children will need to access the National Curriculum
<p><b>All subjects:</b> Children must be able to understand listen and communicate in order to fully understand the world around them English</p>	<p>Stories and rhymes Speaking and Listening Role play</p>	<p>Speech link intervention Language link intervention Stories and rhymes Speaking and Listening Role play Extend role play to include own narratives Explore new vocabulary and using past and present tense Comprehension skills</p>	
<p><b>Literacy Reading</b></p>	<p>Pre-School: Success for All First Steps to Phonics Reception: Reception Success for All phonics and Shared Reading (steps 1-32) Sharing texts from Early Years Dialogic Reading book spine, current affairs and following children's interests</p>		

w/t **Early Learning Goals** by the end of the Reception Year... Listening, Attention and Understanding ELG Children at the expected level of development will: 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 ELG Children at the expected level of development will: 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.

## Early Years Curriculum Map, Prime Area of Learning: Physical Development (PD)

Subject link	Pre-School (most children)	Reception Year (all children)	Subject teaching within continuous, enhanced and directed indoor and outdoor provision to embed skills and knowledge children will need to access the National Curriculum
<b>Physical Education</b>	<p>Managing my clothes: dressing and undressing Independent toileting skills Movement Program unit 1</p> <p>Gross motor skills through movement program and apparatus sessions</p> <p>Gross motor skills through squiggle whilst you wiggle, the journey of the squiggle</p> <p>Gross motor skills through continuous provision</p>	<p>Managing my waterproof suits and my PE kit</p> <p>Gross motor skills through squiggle whilst you wiggle, the journey of the squiggle, funky fingers / playdough disco will be offered these throughout Reception until they are no longer needed</p> <p>Gross motor skills through continuous provision</p> <p>Gross motor skills through sitting</p> <p>PE lessons: Movement skills, ball skills, dance skills, gymnastics skills,</p>	
<b>English: Writing</b>	<p>Fine motor skills through continuous provision, funky fingers and playdough disco</p>	<p>Funky fingers as intervention if needed</p> <p><b>Autumn term:</b> Correct formation of letters (non-cursive)</p> <p><b>Spring:</b> Handwriting sessions on lines (non-cursive)</p> <p><b>Summer:</b> Handwriting sessions on lines (cursive)</p>	
<p><b>Included in Pre-School and Reception:</b> How can I keep my body healthy? What happens to my body when I exercise? Continuous access to outdoor provision, focus gross motor skills, Squiggle while you Wiggle, Annual sports week activities and sports day (<b>June</b>)</p> <p>Continuous access to resources to enhance fine motor skills</p>			

w/t **Early Learning Goals** by the end of the Reception Year... Gross Motor Skills ELG Children at the expected level of development will: 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.

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.

## Early Years Curriculum, Prime Area of Learning: Personal, Social and Emotional Development (PSED)

Subject link	Pre-School (most children)	Reception Year (all children)	Subject teaching within continuous, enhanced and directed indoor and outdoor provision to embed skills and knowledge children will need to access the National Curriculum
	Making and following initial risk assessments	Transferring Pre-School risk assessments to Reception, telling children who are new to the school about these and enhance  On-going: Learn OPAL rules and boundaries  <b>Spring:</b> Getting Along intervention  <b>Summer:</b> Playing and rules for lower school yard	
<b>Relationships and Sex Education</b>  <b>Personal, Social and Emotional Education</b>	Festivals around the world as they occur based on cultural capital of year group  Cultural capital: Embracing the languages spoken by children in our setting and school, attendance at weekly virtual assembly  <b>Autumn 1 :</b> Families, Friendships and Safe Relationships,  <b>Autumn 2:</b> Respecting ourselves and others, money and work,  <b>Spring 1:</b> Keeping Safe online, Digital Literacy, Link to Safer Internet day and Children's mental health week,  <b>Spring 2:</b> Belonging to a community  <b>Summer 1:</b> Physical and mental wellbeing, Keeping safe,  <b>Summer 2:</b> Growing, changing and keeping safe.		

w/t **Early Learning Goals** by the end of the Reception Year... Self-Regulation ELG Children at the expected level of development will: 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.

Managing Self ELG Children at the expected level of development will: 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.

## Early Years Curriculum, Specific Area of Learning: Literacy

Subject link	Pre-School (most children)	Reception Year (all children)	Subject teaching within continuous, enhanced and directed indoor and outdoor provision to embed skills and knowledge children will need to access the National Curriculum
<b>Literacy</b>  (reading, writing, speaking & listening)	Focus: Speaking, listening and reading  Phonics: Follow First Steps to Phonics program  Dialogic Reading: 1 <sup>st</sup> 25 books from Early Years Reading Spine  Author's visit / world book day	Focus: Reading and writing  Phonics: Follow Success for All Phonics and Shared Reading Steps 1-32  Dialogic Reading: 2nd 25 books from Early Years Reading Spine  <b>Autumn term:</b> Correct formation of letters (non-cursive)  <b>Spring:</b> Handwriting sessions on lines (non-cursive)  <b>Summer:</b> Handwriting sessions on lines (cursive)	
<b>Included in Pre-School and Reception:</b> Early Years reading dialogic spine (See separate document), Shared / home reading books to match Success for All (Reception only), Songs, poems and nursery rhymes, Name writing through "This is me", Regular visits to the school library, Talk for Writing			

w/t **Early Learning Goals** by the end of the Reception Year...

Comprehension ELG Children at the expected level of development will: 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, non-fiction, rhymes and poems and during role-play.

Word Reading ELG Children at the expected level of development will: 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.

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 read by others.

## Early Years Curriculum, Specific Area of Learning: Mathematics

Subject link	Pre-School (most children)	Reception Year (all children)	Subject teaching within continuous, enhanced and directed indoor and outdoor provision to embed skills and knowledge children will need to access the National Curriculum
<b>Mathematics: Number, Shape, Space and Measure</b>	Focus: Deep understanding of Numbers up to 5 then beyond rhymes and stories Exposure to numbers during play Unders Recognising and forming numbers Counting forwards and backwards Ordering numbers Exploring 2D and 3D shapes	Focus: Deep understanding of Numbers up to 10 then beyond Deeper dive into numbers up to 10 Reception Big Maths facts (CLIC / Learn it's) Recognising and forming numbers to 9 Counting and ordering numbers, More and less Addition and Subtraction Naming and exploring 2D and 3D shapes, property recognition Exploring Length, weight, capacity, time, pattern and money Problem solving Counting in 2's and 10's, Mental recall of number bonds Summer: Problem solving including doubling and halving	
<b>Included in Pre-School and Reception:</b> Songs, poems and rhymes to develop mathematical understanding of number, shape, space and measure			

w/t **Early Learning Goals** by the end of the Reception Year... Number ELG Children at the expected level of development will: 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.



Numerical Patterns ELG Children at the expected level of development will: 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.

## Early Years Curriculum, Specific Area of Learning: Understanding the World (UW)

Subject	Pre-School (most children)	Reception Year (all children)	Subject teaching within continuous, enhanced and directed indoor and outdoor provision to embed skills and knowledge children will need to access the National Curriculum
<b>Religious Education</b>	<p><b>Autumn 1:</b> Let's find out about Harvest.</p> <p><b>Autumn 2:</b> Let's find out about Divali, let's find out about the Christmas story</p> <p><b>Spring 1:</b> Let's find out about the Bible</p> <p><b>Spring 2:</b> Let's hear some stories about Jesus, let's find out about the Easter Story</p> <p><b>Summer 1:</b> Let's find out about Christian Baptism</p> <p><b>Summer 2:</b> Let's find out about Raksha Bandhan.</p>	<p><b>Autumn 1:</b> Let's find out about Harvest in a church.</p> <p><b>Autumn 2:</b> Let's find out about Shabbat, Let's find out about the Christmas story. Let's find out about Christmas celebrations in churches</p> <p><b>Spring 1:</b> Let's find out about holy books (e.g. the Qur'an, the Torah, the Guru Granth Sahib).</p> <p><b>Spring 2:</b> Let's hear some stories Jesus told (lost Sheep, Lost Coin), Let's find out about Easter celebrations in churches</p> <p><b>Summer 1 and 2:</b> Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist Rupas)</p>	
<p><b>Included in Pre-School and Reception:</b> Finding out about things that children of different cultures in the cohort respect and celebrate</p>			
<b>Science</b>	<p>On-going: Seasonal changes, exploration of scientific equipment within continuous provision</p> <p>Autumn: Animals including humans - parts of my body</p> <p>Spring: Animals including humans - who am I? Everyday materials</p> <p>Summer: Animals including humans- living things (linked to farm trip) Plants- how living things grow</p>	<p>On-going: Seasonal changes, exploration of scientific equipment within continuous provision How do plants change over time?</p> <p><b>Autumn:</b> Animals including humans - more parts of my body Working scientifically - introduction to "plan" and "do"</p> <p><b>Spring:</b> Who am I? Working scientifically - introduction to "review"</p> <p><b>Summer:</b> Living things - how things grow, how do plants and animals change over time</p>	

		Science investigation / activities (following children's interests from <a href="#">Great North Museum</a> trip)	
<b>Computing</b>	<p>Operating toys and technology: twisting and turning</p> <p>On-going: Using technology as a research tool</p> <p><b>Skills Autumn:</b> Taking photographs</p> <p><b>Skills Spring:</b> Making videos</p> <p><b>Skills Summer:</b> Scanning QR codes</p>	<p>Operating technology at home and school, selecting technology for a purpose</p> <p><b>NOS Autumn 1:</b> Media, balance and wellbeing,</p> <p><b>NOS Autumn 2:</b> Cyber bullying</p> <p><b>NOS Spring 1:</b> My digital footprint and identity</p> <p><b>NOS Spring 2:</b> Privacy and Security</p> <p><b>NOS Summer 1:</b> News and Media Literacy</p> <p><b>NOS Summer 2:</b> Online relationships, copyright, ownership</p> <p><b>Skills Autumn:</b> Making a simple digital collage</p> <p><b>Skills Spring:</b> Operating videos and touch screen games on an I-Pad</p> <p><b>Skills Summer:</b> Making an advanced digital collage</p> <p>Algorithm challenge: To input a simple sequence of commands to control a digital device.</p>	<p>Subject teaching within continuous, enhanced and directed indoor and outdoor provision</p>
<p><b>Included in Pre-School and Reception:</b></p> <p>NOS Focus of Safer Internet Day: Self Image and Identity</p>			
<b>History</b>	<p><b>Autumn:</b> What do we celebrate at special times?</p> <p><b>Spring:</b> Who am I? How do people change over time?</p> <p><b>Summer:</b> How do plants and animals change over time? Hall Hill farm trip</p>	<p>Which time words can we use today (on-going)</p> <p><b>Autumn:</b> What are we remembering when we celebrate special times? Why do we remember these? <b>Spring:</b> Who am I? How do people change over time?</p>	<p>Subject teaching within continuous, enhanced and directed indoor and outdoor</p>

		<b>Summer:</b> Who am I? How have I changed since I started Tanfield Lea Primary School? <a href="#">Visit to Great Northern Museum</a>	provision to embed skills and knowledge children will need to access the National Curriculum
<b>Included in Rising 3's, Pre-School and Reception:</b> Which time words can I use? Finding out about how things that I'm interested in change over time			
<b>Geography</b>	<b>Autumn:</b> Where do I live? What are the features of my home and school? <b>Spring:</b> What jobs do people do in Tanfield Lea? <b>Summer:</b> What are the features of my home, school and Tanfield Lea? What are the Geographical features of a farm? <a href="#">Trip to Hall Hill Farm</a>	<b>Autumn:</b> Where do I live? What are the features of my home, school, Tanfield Lea and Stanley? <b>Spring:</b> Where do I live? What jobs do people do in the North East of England? <b>Summer:</b> <a href="#">Trip to Great North Museum.</a> What are the features of the North East of England?	Subject teaching within continuous, enhanced and directed indoor and outdoor provision to embed skills and knowledge children will need to access the National Curriculum
<b>Included in Pre-School and Reception:</b> What happens in different seasons? What is happening in the world around?			

w/t **Early Learning Goals** by the end of the Reception Year... Past and Present ELG Children at the expected level of development will: 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;

People Culture and Communities ELG Children at the expected level of development will: 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.

The Natural World ELG Children at the expected level of development will: 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.

## Early Years Curriculum, Specific Area of Learning: Expressive Arts and Design (EAD)

Subject	Pre-School (most children)	Reception Year (all children)	Subject teaching within continuous, enhanced and directed indoor and outdoor provision to embed skills and knowledge children will need to access the National Curriculum
<b>Art and Design</b>	Autumn: Leaf prints Spring: Transient art Summer: Painting flowers	Introduce children to range of illustrators from literacy book spine. On-going: Observational drawing of a tree <b>Autumn:</b> , famous illustrator inspired art  <b>Spring:</b> Colour mixing  <b>Summer:</b> Observational drawing of objects of interest	
<b>Included in Pre-School and Reception:</b> Self-portrait skills through “This is me”, Introduction to different forms of 2D art and 3D art  Art exhibition / famous artists			
<b>Design and Technology</b>	Introduce children to a range of resources. Staff to model use of equipment safely. Children will have independent access to explore and experiment with: building blocks, boxes, tape, Pritt stick, scissors, paint brush Build and construct and change materials (pva- glue, string, buttons and craft materials) es and playdough. . <b>Autumn:</b> Junk modelling (houses), Santa’s Workshop <b>Spring:</b> Stickman <b>Summer:</b> Food: nutrition and preparing food, The Farm,	Each term Reception will be introduced to a range of new tools, fixings and techniques specific to Design Technology. Staff will model how to use these safely. <b>Autumn:</b> Tie dying <b>Spring:</b> Junk modelling (musical instruments) <b>Summer:</b> Disassembly and assembly	
<b>Included in Rising 3’s, Pre-School and Reception:</b> Throughout EYFS, children will learn key knowledge and skills to prepare them for the KS1 Design and Technology curriculum.			
<b>Music</b>	<b>Autumn 1:</b> Musical me, Phase 1 phonics  <b>Autumn 2:</b> Nativity, phase 1 phonics,  <b>Spring 1:</b> Music service, phase 1 phonics  <b>Spring 2:</b> Musical me! Phase 1 phonics,	Autumn 1: Charanga- Me  Autumn 2: Nativity  Spring 1: Musical me  Spring 2: Music service	

	<b>Summer 1:</b> Musical me! Phase 1 phonics, <b>Summer 2:</b> Musical me! Phase 1 phonics,	Summer 1: Charanga: Our world Summer 2: Musical Me!	
<b>Included in Pre-School and Reception:</b> Songs and rhymes about topics of interest and time of year, Songs to embed rules and routines, We are musical!			

w/t **Early Learning Goals** by the end of the Reception Year... Creating with Materials ELG Children at the expected level of development will: 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. Being Imaginative and Expressive ELG Children at the expected level of development will: 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.