

EYFS: Stories children will experience in Reception...

Reception		
Autumn	Spring	Summer
Titch My mum and dad make me laugh You choose Funnybones Pass the Jam Jim Kipper's birthday This much! The First christmas	The Little Red Hen Handa's surprise Sam's Sandwich Supertato The three little pigs Jack and the beanstalk The Gingerbread Man The Elves and the ShoeMaker	The train ride The Hundred Decker bus Granny went to Market Whatever Next The very Hungry Caterpillar Dear Zoo Chicken little The rainbow fish

Units of Work by Subject: EY

Expressive Art and Design	Self portrait Learn how to hold a paintbrush Observe objects/faces and use implements to make circles and lines that can be used to create figures/objects Explore making music, listening to music, singing, sounds and how to change sounds Move to music Explore how sound/colour can be changed, Explore rhythms	Collage - exploring textures Patterns Keeping a steady pulse Experiment with different instruments Christmas songs Shaping and modelling (clay diva lamps)	Shaping and modelling Printing Painting using a range of brushes Looking at and creating symmetry Exploring untuned and tuned instruments Colour mixing Chinese New Year related ideas and DT projects	Rubbings Colour mixing - exploring Observational drawings Exploring how sounds can be changed Mother's day cards Exploring instruments - louder/quieter/fast/slow	Creating textures Colour mixing - more formal Responding to music through movement Transient art Rubbings Observational drawings	Painting - fine brushes Using watercolours Making choices Discussing improvements and modifications Responding to music - drawing and painting Threading/weaving and sewing Father's day cards Music – making up composition
Communication and Language	Rules for listening Talking about homes and families Extending vocabulary -body parts/ classroom areas Rhyming and alliteration activities Developing vocabulary and speaking in sentences Answering 'How?' and 'Why?' questions Listening and responding to stories	Instructions -cooking Sequencing activities Extending vocabulary - celebrations/ birthdays /Christmas	Partner talk Responding in a group Extending Vocabulary - fruit and vegetable names Oral story-telling Following stories without pictures Asking 'How?' and 'Why?' questions	Roleplay - introducing a story line Hot-seating How and why questions Oral story-telling Extending Vocabulary -related to stories	Giving and following instructions Speaking within a larger group Extending vocabulary - transport modes/ routes and maps Express views about events or characters in the story and answer questions about why things happened	Developing own narratives Giving and following instructions Extending vocabulary -animal names/habitats

Physical Development	Dressing and undressing Managing personal hygiene Using a knife and fork To move with confidence in a variety of ways To use large and small scale movements Learn how to stay safe and follows some safety routines independently Learn to hold writing and drawing tools Learn about body parts and senses	Joining using tape/ staplers/ etc Risk assessing Safe use of scissors Pencil control for writing To show awareness of space and others. To create gestures and movements to a pattern. To follow a beat and rhythm. Explore larger apparatus Getting dressed/undressed independently	Cutting skills -scissors Risk assessing Cooking - chopping with knives, peeling, grating, etc Forming letters (Handwriting) To show control over equipment. To develop confidence in balancing and climbing. To develop hand eye coordination Understanding what healthy food is and why it is important	Cutting skills -scissors Risk assessing Using tools -screwdrivers, hammers and Nails Forming letters (Handwriting) To take part in team games. To show imagination and develop timing. To work with others, using resources. Developing balance and coordination Continue to learn about why it is important to stay healthy and fit and what actions we can take to achieve this	Threading/ weaving and sewing Risk assessing Using tools - saws Forming letters (Handwriting) Moving rhythmically to music Expressing emotions through dance moves Responding to stories through dance and drama Understanding the importance and effects of exercise (observe pulse and heartbeat)	Threading/ weaving and sewing Risk assessing Using tools - saws Forming letters (Handwriting) To use a range of equipment with purpose and skill. Sports day – developing specific skills. Sports day practise Safety in the sun
Literacy	Mark making Showing an interest in books/environmental print Exploring stories, identifying favourites and sharing opinions Developing segmenting and blending skills. Looking at grapheme/phoneme correspondence Giving meaning to marks Recognising and writing name	Story scribing Writing with a purpose: cards/invitations/thankyou notes Making lists Writing captions Developing segmenting and blending skills	Story scribing Make posters Write short messages Write simple recipes/instructions Describe main events, characters and facts Reading/writing high frequency words	Story scribing Sequencing stories Speech bubbles Character descriptions Use finger spaces, capital letter and full stop	Story scribing Instructions Descriptions Postcards Letters Posters Poems	Story scribing Poems Recounts Instructions Letters Descriptions
Understanding the World	Identifying ourselves Talking about personal and family history Similarities and differences between friends/people around the world Senses – sight, smell, sound, taste, touch Explore floating and sinking showing interest in different jobs and ways of life ICT -Introduction to school technology	Learning about Diwali – festival of lights Family customs and routines Birthdays - getting older Recognise and talk about special times or events for family and friends ICT – keyboard familiarity: match grapheme to key Introduction to ipads - how to use appropriately	Chinese New Year Shrove Tuesday Changes - cooking Similarities and differences between different countries ICT – experiment with colour and pattern in a paint programme Use a CD player	Opposites – hot/cold, old/new, night day Observations of plants Changes – seasons Survival day (hot and cold environments) Learn to care for environment and living things ICT – complete practical coding activities progressing to a programme (code karts)	Cycle of life – growth and decay over periods of time Similarities and differences in different communities Look at features of the local environment ICT – use Beebot software	Caring for living creatures Looking at habitats Life cycles Transition - past, present and future events ICT – use the keyboard to create letters/words. Take screenshot of work and take photo/recording
Design & Technology	Create and combine different materials using sticking and cutting techniques.	Use a variety of joining and fastening skills.	Use tools and equipment to develop and make natural objects	Cooking – tasting food from around the world	Work Bench focus, using real tools, including hammers, hacksaws, nails,	
<i>Ongoing areas of learning from EYFS – Expressive Art and Design</i>						
Geography	Different story settings 'Me on the Map'	Use the local area to monitor and track changes	Trips to local area	Awareness of maps and atlases	Survival day (hot and cold environments)	Visit the local environment and collect natural materials
<i>Ongoing areas of learning from EYFS – Understanding the World: The World</i>						
History	Think about the past e.g. reflect on the school day, week.	Links to Ourselves topic, how we have changed.	Guy Fawkes		How we have changed	

	<i>Ongoing areas of learning from EYFS – Understanding the World</i>					
Maths	Counting forwards and backwards 0-10 Sorting into groups Comparing objects/quantities Counting claps, jumps One more addition Finding 1 less than to 5 Counting 1-6 objects from a larger group Matching numeral to quantity 1-5 Time – My Day (morning, playtime, lunchtime, home-time) Reading numbers 0-5	Ordering items by weight – heavier/lighter Estimating and checking to count (careful counting) Select named 2d/3d shape Ordering items by capacity – full/half full Describing and creating simple patterns Counting forwards and backwards to 20	Number bonds to 5 using fingers, objects and numicon Comparing groups up to 10 Addition by making two groups Counting in 10's Ordering numbers 0-20 and identifying 1 more and 1 less than a given number	Number bonds to 10 using ten frame and part whole model One more/less numbers 10-20 Solving subtraction problems using number line and objects Ordering items by length and height – longest, shortest Using non- standard measures	Doubling/halving/ Sharing (numbers and shapes) Sharing out amounts: beginning of division practically Using the 100 square Counting in 2's Identifying odd/even numbers Money – coin recognition Creating complex patterns Positional language	Counting in 5's Adding by counting on Subtracting by counting back Time - use everyday language linked to time eg today, tomorrow dinnertime, soon Use shape vocabulary to describe 2d/3d shapes Making 3D shapes with malleable materials and construction Collecting and analysing data in the form of tally charts
Personal, Social & Health Education	Me, myself and relationships Playing alongside/ with others Sharing and turn taking Expressing feelings and beginning to recognise others' emotions and feelings Participating in shared activities with peers	<i>Me, myself and relationships</i> Playing with and seeking others to share experiences Keeps play going by responding to peers Becoming more aware of own and other's feelings Bonfire night safety	Growing and Changing <i>RSE - Gender stereotypes/ celebrating differences</i> Explaining own knowledge and understanding Sharing opinions and ideas	Growing and Changing <i>RSE - Different ages - growing up</i> Playing cooperatively Developing understanding of how own actions can hurt others Forming positive relationships Taking steps to resolve conflict	<i>RSE - Recognising different emotions</i> Working as part of a team Playing group games with rules	Keeping Safe <i>RSE - My body</i> Understands what bullying is and that it's unacceptable behaviour
	<i>Ongoing areas of learning from EYFS – Personal, Social and Emotional Development; Physical Development</i> Journey in Love: 'God loves each of us in our uniqueness					
Religious Education <i>Come and See</i>	Myself World Religions Week - Judasism	Welcome (Baptism) Birthday (Advent, Christmas)	Celebrating Gathering (Eucharist)	Growing (Lent, Easter)	Good News (Pentecost) Friends (Reconciliation)	World Religions week - Hinduism Our World
	<i>Ongoing areas of learning from EYFS – Understanding the World; Personal, Social and Emotional Development</i>					
Science	Senses	Forces <i>Duck in the Truck</i>	Materials <i>Three Little Pigs</i>	Growing Gardening <i>Jack and the Beanstalk</i>	Lifecycles Outdoor exploration-Forest Schools <i>Non-fiction</i> <i>Mini-beasts</i>	Magnets