

Knavesmire Primary School
Planning and Assessment Overview - REC

Year Group: Reception			Teachers: Saffron Coulson, Emily Palmer			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Book Study – In every house on every street Getting Arty	Celebrations	People who help us. Past and present	Transport	Life Cycles and Changing world Book - “What did the tree see?”	Animals around the world
Why?	C&L and PSED focus. Introduce how we are all different, how we want to celebrate our differences and understand each other. Allow pupils to see themselves as valuable individuals who are heard. Look at introducing fine motor skills through art e.g. pencil grip, scissors, painting and colour mixing etc.	To find out how different people celebrate occasions throughout November and December. To learn about Christian/Muslim celebrations, stories and beliefs. To understand that some places are special to members of different communities.	To find out about different members of our community and how they help us. To compare these embers with people of the past and look at how it has changed e.g. fire engines, school etc.	To find out about different types of transport. How are they different? Can we make our own e.g. a boat and can we make it float? To find out why different types of transport are different and to learn about maps.	To understand how things change over time, the difference between past and present. To recognise how they have grown up and changed. To be able to see the life cycle of animals and identify key changes.	To contrast different countries, recognise similarities and differences between what we find in York and around the world. Why? Learn about different art skills and techniques.
Guiding Purpose/ End Goal	To create a display showing who lives in each of their houses and how we are all different. Children to use art skills learnt throughout this Big Idea.	To put on a performance to the rest of the school.	Put on an exhibition to share our learning with adults.	To plan a route on a type of transport and visit a mosque.	To create a class book about us and our world.	To put on a musical safari around the world.
Key Knowledge/Skills	To develop communication and listening skills. Developing relationships. To understand differences and similarities between themselves and others. To talk about members of their family and describe them. Drawing pictures of themselves using mirrors and learn to think about the feelings of others.	To find out how people celebrate in different places. To talk about differences and similarities with celebrations. To use different materials to create pieces of art. Take part in a performance, sing in groups, engage in music and dance.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past such as toys, vehicles and buildings. Compare and contrast characters from stories, including figures from the past.	To find out about the past and present and how things have changed. Learn about maps and use a map. To recognise how different people celebrate in different cultures, that places are special.	Understand the need to look after environments and living things and understand seasons. Know some similarities between things in the past and now - using books. Describe what they see and hear when they are outside in the world around them. Talk about the weather and changing seasons.	Look at animals in different countries and how they are the same and different. To learn about different habitats. To be able to talk about what different animals need to survive. Use different art skills and mediums. To find out about how countries are different.
Enriching activities	Forest School Baking	Performances Bake Create lanterns	Invite members of the community into school. Trip out.	Plan a route Railway museum	Purple Pigs farm Butterfly life cycle Ladybirds life cycle	Askham Bryan
Key Events	E-Safety Autumn September: Rosh Hannah (Jewish New year) Yom Kippur October: Guru Nanank Birthday	November: Halloween Bonfire Night Diwali (Hindu) *RE* Sanga Day December: Christmas *RE*	Jan Chinese New Year Feb Shrove Tuesday Lantern festival (End of Chinese New Year)	March Holi Mothering Sunday April Easter Hana Matsuri – The flower festival	April St Georges Day Hanuman Jayanti May	June Lailat al Maraj (Muslim) Father’s Day July Birthday of Guru Krishnan

Prime Areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	x	x	x	x	x	x
Communication and Language	x	x	x	x	x	x
Physical Development	x	x	x	x	x	x
Specific Areas						
Literacy	x	x	x	x	x	x
Mathematics	x	x	x	x	x	x
Understanding the World	x		x	x	x	x
Expressive Arts and Design	x	x		x		x

Continuous provision: teaching and learning are planned for in ALL the areas of learning, all the time throughout the year. The asterisks denote special emphasis linked to the Big Idea.

Prime Areas

Personal, Social and Emotional Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	X	X	X	X	X	X
Managing self	X	X	X	X	X	X
Building Relationships	X	X	X	X	X	X

Communication and Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, attention and Understanding	X	X	X	X	X	X
Speaking	X	X	X	X	X	X

Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	X	X	X	X	X	X

Fine Motor Skills	X	X	X	X	X	X
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Specific Areas

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	X	X	X	X	X	X
Word Reading	X	X	X	X	X	X
Writing	X	X	X	X	X	X

Mathematics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	X	X	X	X	X	X
Numerical Patterns	X	X	X	X	X	X

Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present			X		X	
People, Culture and Communities	X	X	X			
The Natural World	X	X	X	X	X	X

Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	X	X	X	X	X	
Being imaginative and Expressive	X	X	X			X

Characteristics of Effective Teaching and Learning – EYFS

Playing and Exploring- ENGAGEMENT	Active Learning- MOTIVATION	Creating and Thinking Critically THINKING
Finding out and exploring	Being involved and concentrating	Having their own ideas
Playing with what they know	Keep trying	Making links
Being willing to 'have a go'	Enjoying achieving what they set out to do	Choosing ways to do things

Reasoning	Enquiry	Information processing	Creative thinking	Evaluation
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Giving reasons for opinions	Asking questions	Finding relevant information	Generating ideas	Developing evaluation criteria
Inferring	Defining questions for enquiry	Sorting/ classifying/ sequencing information	Developing ideas	Applying evaluation criteria
Making deductions	Planning research	Comparing/ Contrasting information	Hypothesising	Judging the value of information and ideas
Making informed judgements/ decisions	Predicting outcomes	Identifying and analysing relationships	Applying imagination	
Using precise language to reason	Anticipating questions		Seeking innovative alternatives	
	Drawing conclusions			

Communication	Working with others	Solving Problems	Improving own Learning and Performance	IT	Application of Number
Discussions	Planning Work	Confirming/ identifying problems and options	Setting targets	Find information	Interpreting numerical information
Presenting	Working towards objectives	Planning and trying out options	Using a plan	Develop information	Carrying out calculations
Reading and obtaining information	Identifying objectives	Checking if problems have been solved	Reviewing progress and achievements	Present information	Interpreting results and presenting findings
Reading and Summarising information	Reviewing work				Using graphs and charts
Reading and Synthesising information	Working in groups				Using diagrams
Writing documents in general	Working in pairs				Using maps
Drafting/ redrafting/ organising information					Using other methods
Using images					
Using a range of sources and information					
Using different forms/styles to suit situation					
Using specialist vocabulary/ language/ notation					