

Knavesmire Primary School
Planning and Assessment Overview - EY

Year Group: Reception			Teachers: Josey Hall, Saffron Coulson			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Book Study – The Colour Monster - goes to school and gets Arty!	Winter Wonderland *Portfolio*	The people around us	Lifecycles and Flowers	Nature - Our world and Me *Portfolio*	Express yourself
Why?	C&L and PSED focus to settle in the children and encourage talk. Including the art focus to tune in on fine motor movements, pencil grip, different techniques and using resources appropriately.	To delve into the natural world around us and in other places. And to talk about past events that have been special to us and others.	To find out how different children in our class have different beliefs, cultures and traditions and to celebrate these differences.	To build on and expand their knowledge of lifecycles and become confident planters and growers!	To explore ways that we can look after our world and how we can look after ourselves.	To develop confidence and listening skills to enable the children to become great communicators.
Guiding Purpose/ End Goa	To create a final piece of art representing different emotions using the skills learnt.	To perform a winter wonderland performance!	To make a book about our families that can be added to as we move on.	To use my new knowledge to grow and maintain a plant.	To implement some new strategies in school to help our environment.	To use our excellent communication skills to perform with a speaking part!
Key Knowledge/Skills	Communicating some feelings and emotions. Learning new ways and routines. Fine motor skills and specific art skills such as cutting, sticking, painting, drawing and pencil grip.	To find out how people celebrate in different places. To talk about differences and similarities with celebrations and with landscapes.	To further understand diversity within our cohort and become accepting of differences and similarities between people, cultures and communities.	Embedding/revisiting lifecycles learnt so far and building on this. Noticing patterns. Knowing the key things that a plant needs to grow.	Know about some ways to look after the world and some strategies to help. Know how to look after themselves and gain the skills needed to keep healthy, happy and fulfilled	Communication and language skills and the knowledge of how to use these effectively.
Enriching activities	Visit from an Artist Visit Art Galleries	VR Headsets Perform to chocolate Works residence Perform to parents Theatre workshop Visit Church	Visits from parents of different cultures, countries and professions. Google satellite Food cooking/Tasting Visits to religious settings	Visit to see lambs being born? Butterfly farm Trips out Planting and gardening Trip to goddards gardens	Inform parents of our findings Inform school in assembly of things that they can do Yoga and wellbeing workshop Cooking workshop Session with PE lead about importance of exercise	A trip to the theatre Perform a production Theatre workshop with Theatre Royal
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
Communication and Language	X	X	X		X	X
Physical Development	X					
Specific Areas						
Literacy					X	
Mathematics						
Understanding the World		X	X	X	X	
Expressive Arts and Design	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
Managing self	X				X	X
Building Relationships	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
Fine Motor Skills	X					

Specific Areas

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension		X			X	X

Word Reading		X			X	X
Writing					X	X

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

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

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