

Osbalwick Primary Academy EYFS  
Sequenced Development of Areas of Learning Objectives  
Reception

Main Theme: Themes may be adapted to respond to children's interests and/or needs	Cycle One	Cycle Two	Cycle 3		
	Autumn	Spring	Summer		
	Marvellous Mel  Let's Celebrate!	Once Upon a Time...around the World	Growing and Changing		
Calendar Events:	Harvest Bonfire Night Diwali Remembrance Sunday Christmas	Chinese New Year Pancake Day Mother's Day Easter	Transition		
Prime Areas - Ongoing					
CLL	<b>Listening Attention &amp; Understanding</b> <ul style="list-style-type: none"><li>Listen attentively</li><li>Make comments about what they have heard</li><li>Hold conversations when engaged in back and forth exchanges with their teacher and peers</li></ul> <b>Speaking</b> <ul style="list-style-type: none"><li>Participate in small group, 1:1 and class discussions</li><li>Offering own ideas</li><li>Use recently introduced vocabulary</li></ul>	<b>Listening Attention &amp; Understanding</b> <ul style="list-style-type: none"><li>As Autumn 1</li><li>Ask questions to clarify understanding</li></ul> <b>Speaking</b> <ul style="list-style-type: none"><li>As Autumn 1</li><li>Express ideas and feelings about experiences</li><li>Use past, present and future tenses</li><li>Express ideas and feelings using full sentences</li></ul>	<b>Listening Attention &amp; Understanding</b> <ul style="list-style-type: none"><li>As Autumn 2</li><li>Respond when read to through comments, actions and relevant questions</li></ul> <b>Speaking</b> <ul style="list-style-type: none"><li>As Autumn 2</li><li>Make use of recently introduced vocabulary from stories</li><li>Explanation as to why things might happen</li><li>Express ideas and feelings using conjunctions</li></ul>	<b>Listening Attention &amp; Understanding</b> <ul style="list-style-type: none"><li>As Spring 1</li></ul> <b>Speaking</b> <ul style="list-style-type: none"><li>As Spring 1</li><li>Make use of recently introduced vocabulary from non fiction texts</li></ul>	<b>Listening Attention &amp; Understanding</b> <b>Speaking</b> <ul style="list-style-type: none"><li>As previous</li><li>Working at ELG</li></ul>
	PD Gross Motor	<ul style="list-style-type: none"><li>Negotiate space and obstacles safely with consideration for themselves and others</li><li>Move energetically using various movements</li><li>Demonstrate strength balance and coordination</li></ul>			

PD Fine Motor	<ul style="list-style-type: none"> <li>Use a range of small tools</li> <li>Begin to hold a pencil effectively using a tripod grip</li> </ul>	<ul style="list-style-type: none"> <li>As Autumn 1</li> <li>Continue to develop effective pencil control using a tripod grip and begin to form a range of recognisable letters</li> </ul>	<ul style="list-style-type: none"> <li>As Autumn Term</li> <li>Hold a pencil effectively to ensure fluent writing</li> <li>Show accuracy and care when drawing</li> <li>Continue to use a range of small tools</li> </ul>	
PSED	<p><b>Self Regulation</b></p> <ul style="list-style-type: none"> <li>Begin to show an understanding of own feelings</li> <li>Begin to regulate their behaviour in relation to their own feelings</li> <li>Begin to wait for what they want</li> <li>Begin to give focus attention to what the teacher says</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Begin to try new activities</li> <li>Begin to show to independence, resilience and perseverance in the face of challenge</li> <li>Manage their own basic personal hygiene and needs</li> <li>Begin to understand the importance of healthy food choices</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Begin to form positive attachments to adults and friends</li> <li>Begin to work and play cooperatively and take turns with others</li> <li>Begin to show sensitivity to others and own needs</li> </ul>	<p><b>Self Regulation</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of own feelings and those of others</li> <li>Develop regulation of their behaviour in relation to their own feelings</li> <li>Develop skill of being able to wait for what they want and control immediate impulses</li> <li>Develop focussed attention to what the teacher says</li> <li>Develop appropriate response even when engaged in an activity</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Develop confidence to try new activities</li> <li>Develop independence, resilience and perseverance in the face of challenge</li> <li>Develop own basic personal hygiene and needs</li> <li>Develop understanding of importance of healthy food choices</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Develop positive attachments to adults and friends</li> <li>Develop ability to work and play cooperatively and take turns with others</li> <li>Develop sensitivity to others and own needs</li> </ul>	<p><b>Self Regulation</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of own feelings and those of others</li> <li>Demonstrate regulation of their behaviour in relation to their own feelings</li> <li>Demonstrate skill of being able to wait for what they want and control immediate impulses</li> <li>Demonstrate focussed attention to what the teacher says</li> <li>Demonstrate appropriate response even when engaged in an activity</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Demonstrate confidence to try new activities</li> <li>Demonstrate independence, resilience and perseverance in the face of challenge</li> <li>Demonstrate confidence in their own basic personal hygiene and needs</li> <li>Demonstrate understanding of importance of healthy food choices</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Demonstrate positive attachments to adults and friends</li> <li>Demonstrate ability to work and play cooperatively and take turns with others</li> <li>Demonstrate sensitivity to others and own needs</li> </ul>	
Specific Areas				
Key Language	<p>Names of family members</p> <p>Pronouns - me, he, she, it, they, I</p> <p>Mother - Mummy, Mum, Step Mum</p> <p>Father - Daddy, Dad, Step Dad</p>	<p>Names and shades of colours</p> <p>Bonfire, Guy Fawkes, flames,</p> <p>Onomatopoeia</p> <p>Rama and Sita, Diwali</p> <p>Christmas</p> <p>Nativity characters</p>	<p>Chinese New Year</p> <p>Pancake Day - cooking pancakes</p> <p>Once Upon a Time...</p> <p>Happily Ever After...</p> <p>descriptive language of characters and settings</p> <p>Connectives - verbal - and, so, but, because</p> <p>Prepositions - under, over, next to, behind, in front of</p>	

	Grandfather – Grandpa, Pops etc. Daughter, Son Extended Family Names Alliterative words Rhyming words Repeated Refrains (Little Red Hen)	festivals, cultures, celebration,	Opposites – big, little, small, tall, large, tiny etc. Houses – detached, semi detached, terraced, flats, bungalow, trailers,	
Literacy Comprehension	<ul style="list-style-type: none"> <li>Learn Nursery Rhymes off by heart</li> <li>Answering open questions about characters and events</li> <li>Repeating vocabulary from Nursery Rhymes and embedding in Areas of Provision and making links to their own past and new experiences.</li> </ul>	<ul style="list-style-type: none"> <li>As Autumn 1</li> <li>Demonstrate understanding by retelling stories and narratives using their own words</li> </ul>	<ul style="list-style-type: none"> <li>As Autumn 2</li> <li>Anticipate key events in stories</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>Anticipate key events in stories</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non fiction, rhymes and poems and during role play.</li> </ul>
Literacy Reading	<ul style="list-style-type: none"> <li>Enjoy a wide range of stories, rhymes and poems from own and other cultures</li> </ul> <p>See Phonics Overview for progression</p> <ul style="list-style-type: none"> <li>Say a sound for each sound in the alphabet and at least 10 digraphs</li> <li>Read words consistent with their phonic knowledge by sound blending</li> <li>Read aloud simple sentences and books that are consistent with their phonics knowledge including some common exceptions words.</li> </ul>			
Literacy Writing	<p>See Phonics Overview for progression</p> <ul style="list-style-type: none"> <li>Encourage mark making and emergent writing</li> <li>Write recognisable letters, most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and sentences that can be read by others</li> <li>See Long Term Plan for more detail of Writing Outcomes</li> </ul>			
Literacy Writing	<ul style="list-style-type: none"> <li>Writing own name</li> <li>Writing rhyming words to include known and new phonemes</li> <li>Talk for Writing (Imitation) – simple retell of The Little Red Hen</li> </ul>	<ul style="list-style-type: none"> <li>Talk for Writing (Imitation) – Pumpkin Soup simple recount</li> <li>Helicopter Story – Diwali – captions</li> <li>Nativity – simple recount</li> </ul>	<ul style="list-style-type: none"> <li>Helicopter Stories (Invention)</li> <li>Recount – Pancake Day</li> <li>Talk for Writing (Imitation/Invention) – There was a Princess Long Ago (song)/Rapunzel – simple recount</li> <li>Labels/Speech Bubbles – Gingerbread Man (positional language)</li> <li>Labels/Speech Bubbles – Goldilocks (textures and opposites)</li> <li>Speech Bubble – Three Little Pigs</li> <li>Talk for Writing – Rainbow Bird (Australian Traditional</li> </ul>	<ul style="list-style-type: none"> <li>Helicopter Stories (Invention)</li> <li>Diary – Jasper's Bean, The Hungry Caterpillar</li> <li>Talk for Writing (Invention) – The Hungry Caterpillar</li> <li>Zig Zag books – Jasper's Bean</li> <li>Talk for Writing (Imitation/Invention) – Farmer Duck</li> <li>Non fiction – Planet Earth – environment and animals</li> </ul>

			Tale) • Invitations - End of Term Showcase		•
Understanding the World	Talk about events in their own lives; know others have different special times. Appreciate similarities and differences. changing seasons	Talk about events in our own lives and share our special times and the special times of others. Diwali, Bonfire night, Christmas	materials (changing porridge) and properties (building); living things (growing beans) •		Talk about features of their own environment. Make observations about animals and plants. Know that the environment and living things are influenced by human activity.
Understanding the World Past and Present	<ul style="list-style-type: none"> <li>Who is my family?</li> <li>What jobs do my family do?</li> <li>My Family Tree - who is special to me and why?</li> <li>Individual special family times</li> </ul>		<ul style="list-style-type: none"> <li>Castles and castle characters (There was a Princess Long Ago/Rapunzel)</li> </ul>		<ul style="list-style-type: none"> <li>Recount of their year in school - then and now, own experiences and linked to what is read in class</li> <li>Similarities and differences of school in the present and in the past (Victorians)</li> <li>Parents and Grandparents to share experiences</li> </ul>
People, Culture and Communities		<ul style="list-style-type: none"> <li>Diwali - Hindu community</li> <li>Christmas - Christian Community</li> <li>Vicar visit/trip to Church</li> <li>Seasonal special times</li> <li>Sharing own experiences and what has been read in class</li> </ul>	<ul style="list-style-type: none"> <li>Chinese New Year</li> <li>Easter - Christian Community</li> <li>Sharing own experiences and what has been read in class</li> </ul>	<ul style="list-style-type: none"> <li>Know some similarities and differences between life in this country and life in other countries drawing on knowledge from literature and maps.</li> </ul>	<ul style="list-style-type: none"> <li>School sites</li> <li>Mapping the Leyes site</li> <li>Mapping the route from Leyes to Lane site (transition)</li> <li>Mapping the Lane site</li> <li>Messy Maps, photographs, human and physical features</li> </ul>
The Natural World	<ul style="list-style-type: none"> <li>Understand some important processes and changes in the world around them including the seasons and changing states of matter</li> <li>Forest Schools</li> </ul>				
The Natural World - specific				<ul style="list-style-type: none"> <li>Know some similarities and differences between the natural world around them and contrasting environments drawing on their own experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>Life cycle of butterfly - observational drawings of each stage</li> <li>Observational drawings in Forest Schools</li> </ul>
The Natural World - seasonal changes	<ul style="list-style-type: none"> <li>Forest Schools</li> <li>Harvest, Autumn</li> </ul>	<ul style="list-style-type: none"> <li>Forest Schools</li> <li>Autumn to Winter</li> </ul>	<ul style="list-style-type: none"> <li>Forest Schools</li> <li>Winter to Early Spring</li> </ul>	<ul style="list-style-type: none"> <li>Forest Schools</li> <li>Spring to Early Summer</li> </ul>	<ul style="list-style-type: none"> <li>Forest Schools</li> <li>Summer</li> </ul>
EAD - ARTIST???	Creating with Materials <ul style="list-style-type: none"> <li>Colour Monster collage - emotions</li> <li>Name collage - range of materials and tools</li> </ul>	<ul style="list-style-type: none"> <li>Explore colour using various materials eg: chalk, paint, pastels,</li> <li>Begin to explore various textures</li> </ul>	Creating With Materials <ul style="list-style-type: none"> <li>Chinese New Year Paper lanterns</li> <li>Textured paint - smooth to rough/colour mixing</li> </ul>	Creating With Materials <ul style="list-style-type: none"> <li>Observational pencil drawings of spring flowers</li> </ul>	Creating with Materials <ul style="list-style-type: none"> <li>As Spring 2</li> </ul> Colour, Texture, Form and Function: <ul style="list-style-type: none"> <li>3D Hungry Caterpillars</li> <li>3D Butterflies</li> </ul>

	<ul style="list-style-type: none"> <li>• Observational pencil drawing of own face, harvest objects</li> <li>• Paint and Collage portraits</li> <li>• Little Red Hen collage</li> <li>• 3D Dingle Dangle Scarecrows</li> <li>• Wool winding - Autumn/warm colours</li> <li>• Talk through process and end product - Parents Evening, Harvest, videos for website</li> <li>• Nursery Rhymes and songs by heart</li> <li>• Music Specialist</li> <li>• Vivaldi - Autumn - art</li> </ul>	<ul style="list-style-type: none"> <li>• Colour mixing - primary and secondary colour - bonfires and fireworks, Autumn/Winter colours</li> <li>• Observational pencil drawing of Autumn objects</li> <li>• Sewing - Take a Needle for a Walk</li> <li>• Clay - make individual diya lamps</li> <li>• Talking through processes and end products - record on Tapestry and video for website</li> <li>• Masks - Diwali characters</li> <li>• Pumpkin carving</li> <li>• Paint and collage poppies - Remembrance Day</li> <li>• Remembrance pebbles - Remembrance garden</li> <li>• Christmas - snowflakes, paper chain, tree decoration, card, calendar</li> </ul> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• Pumpkin Soup - Talk for Writing</li> <li>• Diwali Drama</li> <li>• Christmas - Nativity Drama</li> <li>• Christmas Songs</li> <li>• Music Specialist</li> <li>• Vivaldi - Winter - associated art</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>• As Autumn 2</li> <li>• Texture</li> <li>• Share creations and develop the ability to explain what processes they have used</li> <li>• Make use of props and materials when role playing in narratives and stories</li> </ul> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• Develop the ability to move in time with music</li> <li>• Invent, adapt and recount narratives and stories with peers and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Pen and paint pictures Spring flowers</li> <li>• Pastel drawings of Spring Flowers</li> <li>• Talking through processes and end products - record on Tapestry and video for website</li> <li>• End of Term Showcase - invited visitors - writing, music, art</li> </ul> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• Music specialist</li> <li>• Traditional Tales Raps</li> <li>• Vivaldi - Spring</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Sewing - flowers and garden objects for caterpillars and butterflies</li> <li>• Talking through processes and end products - record on Tapestry and video for website</li> <li>• Make use of props and materials when role playing in narratives and stories</li> </ul> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• Helicopter stories and Talk for Writing Imitation and Invention - Invent, adapt and recount narratives and stories with peers and teachers</li> <li>• Sing a range of well known nursery rhymes and songs</li> <li>• Perform songs and rhymes and poems with others</li> <li>• Try to move in time to music</li> <li>• Vivaldi - Summer art</li> <li>• Music Specialist</li> </ul> <p>ART EXHIBITION - current and new parents MUSIC SHOWCASE - Hannah Crawford and Staff</p>
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