

Knavesmire Primary School
Planning and Assessment Overview – FS1

Year Group: Nursery			Teachers: Miss S Copping			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Book Study - The Little Red Hen/The Little Red Hen makes a pizza. (Lit/C&L)	Art Attack! (EAD/PD)	Let's Experiment! (UTW/C&L)	Around the world. (P&C/UTW/PSED)	Dinosaurs! (UTW/MATHS EAD)	Ready, steady go! (PD/PSED/H&SC)
Why	Book Study - To explore the story, look at the key aspects of a story. The characters, the setting and the repeated refrains. To then look at the alternate version and explore the similarities and differences.	Let's get creative and explore art! The children will have opportunities to try various different techniques and look at the work of famous and inspirational artists, as well as exploring and experimenting with colour.	Children explore, predict and test their ideas through several mini scientific experiments.	Children learn about the heritage of their peers. Children focus on a different country each week, look at the location and try/bake some traditional food and learn some key vocabulary. Find out about the personal links to each child through parental involvement where appropriate.	Children look at different dinosaurs, their similarities and differences and find ways to categorize and sort them.	Children look at the importance of staying healthy and the things we can do to keep our bodies healthy. They try lots of new sports (Hockey/Football/ Gymnastics) And make healthy snacks.
Guiding purpose /End goal	To retell the story/stories of the Little Red Hen using props.	To create an Art exhibition for parents/carers to attend.	To create a Nursery book of experiments to share with grown-ups.	To create a presentation showcasing each different country.	To design their own Dinosaur with unique features of their choice.	To carry out a mini Nursery Sports afternoon.
Key Skills	Communication skills - speaking, listening and understanding. EAD- Performing arts, using voices and actions for each character.	EAD- Exploring media and materials. Exploring different techniques and colour. PD- Developing fine/gross motor skills. PSED- Developing confidence in their abilities and celebrating their achievements.	To predict what might happen. To explain what they have found out. To consider why something has happened and how they might reconsider their actions to change the result.	To explore the cultures of others, to try new foods and focus on the positivity that can be found when celebrating our differences.	To recognize and sort different features and begin to categorize using their own criteria.	Children develop their physical skills, they learn about the importance of team work and sportsmanship. They explore the key things necessary to lead a healthy life.
Enriching activities	Baking Bread/Making pizzas-following step by step instructions. Turn taking/Team work/sharing skills. Using language from the story.	- Various opportunities to explore materials and media including Clay and Batik.	Experiments/ Science workshop (visit)	Baking/tasting foods from around the world. Learning new vocabulary in different languages (greetings etc) Visits or info sent in by parents to share their	Dinosaur themed workshop (Theatre Royal) VR Headset.	Sports on MUGA weekly, hockey workshop with Mr Bentley. Mini Sports day/afternoon.

				experiences as a family in these countries.		
Key Events	E-Safety Autumn September: European Day of Languages October: National Poetry day	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
Communication and Language	X		X	X	X	
Physical Development		X			X	X
Specific Areas						
Literacy	X			X		
Mathematics					X	
Understanding the World			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
Managing self		X	X	X	X	X
Building Relationships	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	
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Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills		X		X	X	X
Fine Motor Skills	X	X	X		X	

Specific Areas

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

Mathematics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number		X	X	X	X	X
Numerical Patterns		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		
The Natural World			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

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	Identifying objectives	Checking if problems have	Reviewing progress and	Present information	Interpreting results and

information		been solved	achievements		presenting findings
Reading and Summarising information	Reviewing work				Using graphs and charts
Reasoning	Enquiry	Information processing	Creative thinking	Evaluation	
Giving reasons for opinions	Asking questions	Finding relevant information	Generating ideas	Developing evaluation criteria	
Writing documents in general	Writing questions for enquiry	Sorting/ classifying/ sequencing information	Developing ideas	Applying evaluation criteria	
Drafting/ redrafting/ organising information					Using other methods
Making introductions	Planning research	Comparing/ Contrasting information	Hypothesising	Judging the value of information and ideas	
Making reasoned judgements/ decisions	Predicting outcomes	Identifying and analysing relationships	Applying imagination		
Using a range of sources and using precise language to reason	Anticipating questions		Seeking innovative alternatives		
Using different forms/styles to suit situation	Drawing conclusions				
Using specialist vocabulary/ language/ notation					