

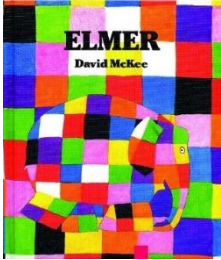
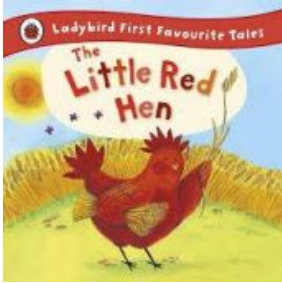
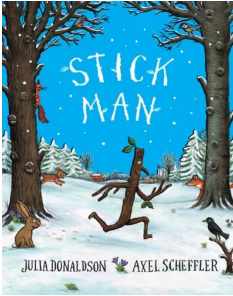
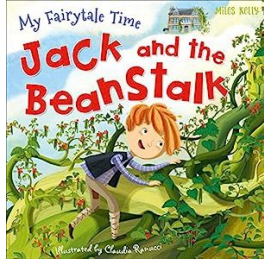
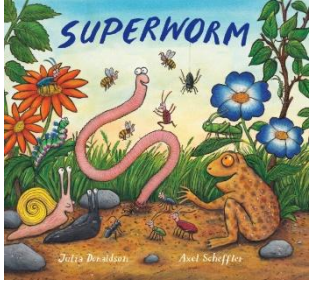
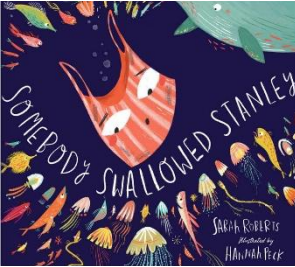
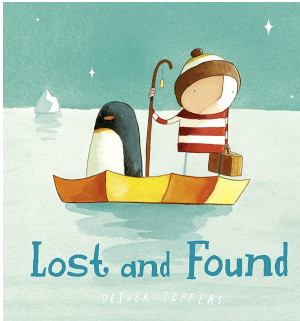
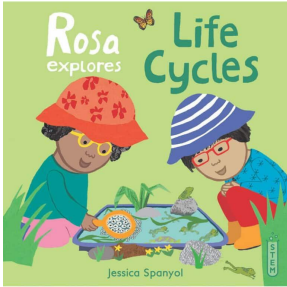
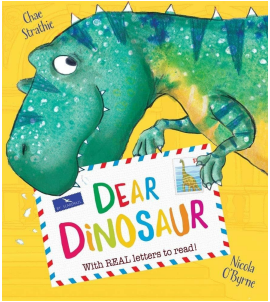
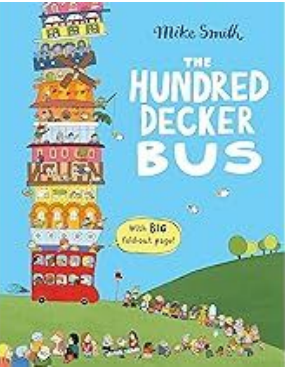


Balshaw Lane Primary School

EYFS Curriculum Overview

Our School Vision: To enable each child to fulfil their potential academically, creatively, emotionally, physically and spiritually, in a safe, happy and supportive environment.

Key texts

Autumn 1 All about me	Autumn 2 Autumn Days and nights	Spring 1 Winter	Spring 2 Growing	Summer 1 Animal antics	Summer 2 Travel adventures
<p>Elmer by David McKee</p> 	<p>The Little Red Hen by Ladybird first favourite tales</p> 	<p>Stick man By Julia Donaldson</p> 	<p>Jack and the beanstalk by Miles Kelly</p> 	<p>Superworm by Julia Donaldson</p> 	<p>Somebody swallowed Stanley by Sarah Roberts</p> 
<p>Amazing by Steve Antony</p>  <p style="text-align: center;"><i>Steve Antony</i></p>	<p>The Leaf Thief by Alice Hemming</p>  <p style="text-align: center;"><i>Alice Hemming Nicola Slater</i></p>	<p>Lost and found by Oliver Jeffers</p>  <p style="text-align: center;"><i>OLIVER JEFFERS</i></p>	<p>Rosa explores life cycles by Jessica Spanyol</p>  <p style="text-align: center;"><i>Jessica Spanyol</i></p>	<p>Dear Dinosaur by Chae Strathie and Nicola O'Byrne</p>  <p style="text-align: right;"><i>Nicola O'Byrne</i></p>	<p>The Hundred Decker Bus by Mike Smith</p> 
<p><u>Possible Cultural capital/ enrichment opportunities</u> Visits from nurse, firefighter etc. Nature walk. Walk in local area- shops etc.</p>	<p><u>Possible Cultural capital/ enrichment opportunities</u> Visit to the local church to see how it is set up for Christmas Woodland walk</p>	<p><u>Possible Cultural capital/ enrichment opportunities</u> Create different homes for a range of people or animals. Walk around the local area observing different types of houses.</p>	<p><u>Possible Cultural capital/ enrichment opportunities</u> Planting seeds and growing plants Farm visit</p>	<p><u>Possible Cultural capital/ enrichment opportunities</u> Wormery or ant farm Eco- schools fix the bug hotel Farm Visit Excavation site</p>	<p><u>Possible Cultural capital/ enrichment opportunities</u> Role play travel agents World ocean day Climate workshop</p>

Supporting texts, songs, poems and rhymes

For read aloud, opportunities to build on communication and language and vocabulary linked with topics.

Autumn 1 All about me	Autumn 2 Autumn Days and nights	Spring 1 Winter	Spring 2 Growing	Summer 1 Animal antics	Summer 2 Travel
<p><u>Additional Texts</u> Once we were giants Super Duper you Alfie Starts School The Skin I'm in <u>Non-fiction</u> Big book of families Not like the Others Journey to School <u>History Linked texts</u> Dogger Peepo Lost in a toy museum</p>	<p><u>Additional Texts</u> Leaf man We're going on a bear hunt Goldilocks and the Three bears <u>Non-fiction</u> Harvest festival Bonfire Night Hanukkah Christmas/ Christmas around the world Diwali <u>Geog linked texts:</u> Rosie's walk by Pat Hutchins We're going on a bear hunt by Michael Rosen My Map Book by Sarah Fanelli</p>	<p><u>Additional Texts</u> It's not a stick <u>Non-fiction</u> Winter Meet the weather <u>History Linked texts</u> A house that once was Cave baby</p>	<p><u>Additional Texts</u> One springy day <u>Non-fiction</u> Plants <u>Geog linked texts</u> Welcome by Barroux The Snail and the Whale by Julia Donaldson Blown away by Rob Biddulph</p>	<p><u>Additional Texts</u> The hungry caterpillar The crunching munching caterpillar <u>Non-fiction</u> Mini beasts Farm animals <u>History Linked texts</u> Mary Anning - Little People Big Dreams Harry and his bucketful of dinosaurs Tyranasaurus Drip</p>	<p><u>Additional Texts</u> Clean up Michael recycle <u>Non-fiction</u> Things that go Sea creatures <u>Geog linked texts</u> Winnie at the Seaside by Valerie Thomas and Korgi Paul What the ladybird heard at the beach Sharing a shell by Julia Donaldson</p>
<p><u>Songs, poems and rhymes</u> Humpty dumpty Heads, shoulders, knees and toes Dingle dangle scarecrow Down in the Jungle <u>Traditional tales</u> The Gingerbread Man</p>	<p><u>Songs, poems and rhymes</u> Autumn nights by Sara Fox 5 currant buns 5 little speckled frogs 1, 2, 3, 4, 5 once I caught a fish alive Jingle bells <u>Traditional tales</u> The Little Red Hen (focus text)</p>	<p><u>Songs, poems and rhymes</u> The north wind doth blow Doctor Foster <u>Traditional tales</u> The Three Little pigs</p>	<p><u>Songs, poems and rhymes</u> Chick, chick, chick, chicken I Wish That I had Duck Feet by Dr Seuss Mary had a little lamb Ladybird ladybird <u>Traditional tales</u> Jack and the Beanstalk (focus text) Goldilocks and the Three Bears</p>	<p><u>Songs, poems and rhymes</u> I like to eat apples and bananas The minibeast feast Incy wincy spider <u>Traditional tales</u> The enormous turnip</p>	<p><u>Songs, poems and rhymes</u> Row Row Row your boat A sailor went to sea, sea, sea Wee Willie Winkie Jack and Jill Polly Put the Kettle on <u>Traditional tales</u> Little Red Riding Hood</p>

Communication and Language: Listening, attention & Understanding, Speaking (prime area of learning)		
Educational programme: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.		
Autumn	Spring	Summer
<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none">Understand a question or instruction that has two parts: <i>Daily routines e.g. tidy up time</i>Understand ‘why’ questions e.g. <i>Why do you think he/she feels...? Why is Elmer sad?</i>Understand how to listen carefully and why listening is important <i>eg model good listening, looking eyes, listening ears, can you repeat what I said?</i>Learn new vocabulary linked to daily routine / theme (<i>tidy up time, snack, playtime, outdoors, indoors, team names</i>)Begin to engage in story time and join in with repeated refrains / fill in rhyming words (<i>use linked poems, rhymes and texts</i>)Listen to and begin to talk about stories to build familiarity and understanding through discussions about characters, events, settingListen carefully to rhymes and songs and begin to pay attention to how they sound (<i>use linked poems, rhymes and texts</i>)Learn rhymes, songs & poems, anticipate words, begin to adapt phrases (with support) (<i>use linked poems, rhymes and texts</i>) <p><u>Speaking</u></p> <ul style="list-style-type: none">Use new vocabulary throughout the day (<i>tidy up time, snack, playtime, outdoors, indoors, team names</i>) <i>Elmer:</i> Patchwork, tall, thin, different, joked, quietly, unnoticed, shook, serious, surprise, decorate.<i>Amazing:</i> wheelchair, amazing, different, same, sail, snooze. <i>Leaf thief:</i> hazelnuts, canopy, stole, woodpecker, ages, relax, disaster, fade, autumn. <i>The Little Red Hen:</i> weed, green, flour, oodles, sneaky, gleeful, eagerBegin to ask questions to find out more and to check they understand what has been said to them. Model & encourage questions after instructions. <i>Eg should I go in the outdoor area? Is it time for phonics?</i>Begin to articulate their ideas and thoughts in well-formed sentence. This can be done by expressing and sharing ideas to friends and book talkBegin to connect one idea or action to another using a range of connectives (<i>and, if</i>)Begin to describe events in some detail (<i>book talk sequencing Elmer/ leaf thief/ The Little Red Hen</i>)Develop social phrases around routines of the day, greetings and friendship (<i>please can I play with you? Can I have a turn next? Would you like to play in the X with me?</i>)Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <i>Use focused & linked texts – within small world / role play</i>	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none">Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.Listen carefully to and learn rhymes, poems and songs (<i>use linked poems and rhymes</i>)Listen to and talk about stories to build familiarity and understanding.Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary (<i>winter, Meet the Weather, plants- Vocab: rain, snow, ice, sunshine, warm, cold, plant, flower, leaf, soil</i>) <p><u>Speaking</u></p> <ul style="list-style-type: none">Use new vocabulary in different contexts (<i>Stickman: beware, weave, deserted, frolicking, mast, weary.</i>) (<i>Lost and Found: ignored, harbour, searched, began, floated, mistake, Jack and the Beanstalk: furious, amazement, huge, magnificent. Rosa’s Lifecycles: tiny, survive, protects, surface, wiggly</i>)Ask questions to find out more and to check they understand what has been said to them.Articulate their ideas & thoughts in well-formed sentence. (<i>encourage use of sentences eg I am building a nest out of sticks for the swan.</i>)Connect one idea or action to another using a range of connectives (<i>because, so, but</i>)Describe events in some detail. (<i>linked to books eg life cycle</i>)Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (<i>eg. I am going to do a challenge everyday so I have got through them all by the end of the week.</i>)Develop and use social phrases with confidence (<i>Same as autumn and Let’s play this together.</i>)Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (<i>link to focus texts for the term.</i>)	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none">Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.Make comments about what they have heard and ask questions to clarify their understandingHold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking</u></p> <ul style="list-style-type: none">Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (<i>Vocab: Superworm- disaster, lair, grim, fearful, fail, fright, cunning. Somebody swallowed Stanley: Ordinary, vast, creatures, sank, soared. The Hundred Decker Bus: double/triple decker, route, destination, invent, bonnet, engine, vehicle. Dear Dinosaur: letters, terrifying, impressive, embarrassing, splendid, fossils.</i>)Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <i>E.g. The lizard was very cunning because he planned to catch Superworm.</i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <i>Eg I think Mary Anning is important because she discovered fossils. It is important to throw our litter in the bin and recycling to help protect the animals in the ocean.</i>
<p>Early learning goals:</p> <p><u>Listening, Attention and Understanding:</u> Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking:</u> Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>		

Personal, Social and Emotional Development (prime area of learning)

Educational programme: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn	Spring	Summer
<p><u>Self Regulation:</u></p> <ul style="list-style-type: none"> • Talk with others to solve conflicts. <i>E.g. if you both want to play with this, how can we find a solution? What can we do to help?</i> • Help to find solutions to conflicts and rivalries e.g. <i>what can I do if someone else is playing with the thing I want?</i> • Begin to express feelings and consider the feelings of others. <i>Eg how do you think X feels about that? How did you feel when X happened?</i> • Identify and name emotions e.g. <i>lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited</i> • Link book character’s emotion to own experiences <i>eg How was the hen feeling when the others wouldn’t help her?</i> • Begin to set own goals and show resilience and perseverance in the face of challenge. (link to the weekly challenges set in class) • Begin to identify and moderate own feelings socially and emotionally <i>eg. Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves.</i> <p><u>Managing Self:</u></p> <ul style="list-style-type: none"> • Manage own self-care needs <i>e.g. fastening my coat, putting on my shoes.</i> • Develop confidence to try new activities and show independence. <i>(link with challenges in provision)</i> • Know and begin to talk about the different factors that support their overall health and wellbeing <i>e.g. healthy eating, tooth brushing, exercise.</i> <p><u>Building Relationships:</u></p> <ul style="list-style-type: none"> • Begin to see self as a valuable individual <i>eg why am I special? What is special about me?</i> • Begin to build constructive and respectful relationships <i>e.g. turn taking, listening, asking for help, eye contact etc.</i> • Begin to build confidence for talking in pairs, to a new friend, in front of the class or small groups on the carpet and in play. 	<p><u>Self Regulation:</u></p> <ul style="list-style-type: none"> • Express feelings and consider the feelings of others. • Set own goals and show resilience and perseverance in the face of challenge. • Identify and moderate own feelings socially and emotionally. • Think about the perspectives of others. <i>Eg how do you think X feels when this happens?</i> <p><u>Managing Self:</u></p> <ul style="list-style-type: none"> • Manage own self-care needs. • Know and talk about the different factors that support their overall health and wellbeing <i>e.g. sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.</i> <p><u>Building Relationships:</u></p> <ul style="list-style-type: none"> • See self as a valuable individual. <i>Eg who loves me? Who are my friends?</i> • Build constructive and respectful relationships. 	<p><u>Self Regulation:</u></p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Managing Self:</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. <i>(ready, respectful, safe)</i> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Building Relationships:</u></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others . • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs. • Continue to see self as a valuable individual.

Early learning goals:
Self-Regulation: Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.

Physical Development (prime area of learning)		
At Balshaw Lane we follow PE Passport for our physical education. The EYFS units cover the fundamental movement skills in depths within each unit of work and provide children with a range of opportunities to explore, practice and consolidate each skill.		
Educational programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.		
Autumn	Spring	Summer
<p><u>Gross Motor</u></p> <ul style="list-style-type: none">Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbingBegin to develop overall body-strength, balance, co-ordination and agility.Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (straight, upright, flat)Begin to combine different movements with ease and fluency, including changing direction.Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.Further develop and refine a range of ball skills including: throwing, catching, kickingFurther develop the skills they need to manage the school day successfully: lining up and queuing/ mealtimes/ personal hygiene. <p><u>Fine Motor</u></p> <ul style="list-style-type: none">Consolidate tripod grip.Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently (<i>pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</i>)Develop confidence in use of tools to consolidate actions such as: <i>twist, pinch, grip, grab, squeeze.</i>	<p><u>Gross Motor</u></p> <ul style="list-style-type: none">Continue to refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.Begin to progress towards a more fluent style of moving, with developing control and grace.Develop overall body-strength, balance, co-ordination and agility.Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.Combine different movements with ease and fluency.Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.Further develop and refine a range of ball skills including: passing, batting and aiming <p><u>Fine Motor</u></p> <ul style="list-style-type: none">Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)Begin to develop the foundations of handwriting style using effective pencil grip and consolidate correct letter formation	<p><u>Gross Motor</u></p> <ul style="list-style-type: none">Negotiate space and obstacles safely, with consideration for themselves and others.Revise and refine fundamental movement skills they have already acquired.Demonstrate strength, balance and coordination when playing and in physical disciplines including dance, gymnastics and sport.Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.Develop confidence, competence and precision when engaging in activities with a ball. <p><u>Fine Motor</u></p> <ul style="list-style-type: none">Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all casesUse a range of small tools, including scissors, paint brushes and cutleryBegin to show accuracy and care when drawing.Further develop the foundations of a handwriting style which is fast, accurate and efficient, consolidating correct letter formation.
<p>Early learning goals:</p> <p>Gross Motor Skills: Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills: Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>		

Literacy – Reading: comprehension, Reading: word reading, Writing

Educational programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Autumn	Spring	Summer
<p><u>Reading: comprehension/ word reading</u></p> <ul style="list-style-type: none"> Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. <i>(vocabulary from key texts)</i> Recall key events. Talk about main characters and begin to identify beginning, middle, end. Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment <i>(see list of supporting texts, poems and rhymes)</i> Understand the five key concepts about print, with a focus on: Left to right: 1-1 correspondence and distinction between word, letter, first / last Name the key parts in a book: cover, author, page number Continue to develop phonological awareness (set 1 sounds), focusing on: Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting. Read individual letters by saying the sounds for them Secure set one sounds in phonics, including first 5 lots of digraphs Blend sounds into words, so that they can read short words made up of known GPCs, VC words and CVC words Begin to read a few common exception words/ red words I, of, my, to, the Begin to read simple phrases / sentences and apply the phonics taught so far. <p><u>Writing:</u></p> <ul style="list-style-type: none"> Write name correctly. Use some of their print and letter knowledge in their early writing. Begin to form taught lower-case letters correctly <i>(following phonics input)</i> Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known sounds Use initial sounds, VC and CVC words Write labels <i>(e.g. label family and owls)</i> Begin to write lists & captions, focusing on: label, caption, space <i>(lists in home corner, labels in areas of continuous provision)</i> Oral rehearsal ideas before writing <i>(using FRED talk to support)</i> Begin to reread what they have written <i>(encourage segmenting and blending own writing)</i> 	<p><u>Reading: comprehension/ word reading</u></p> <ul style="list-style-type: none"> Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...fiction, non-fiction <i>(Stickman: beware, weave, deserted, frolicking, mast, weary.) (Lost and Found: ignored, harbour, searched, began, floated, mistake)</i> Retell story in small world / role play (in correct sequence) ...beginning, middle, end Take on role of character using some story language <i>(hot seating, conscious alley, speech bubbles)</i> Talk about likes and dislikes of texts, rhymes and poems Choose a book and begin to explain why ...because <i>(I like this book because...)</i> Begin to anticipate - where appropriate - some key events in stories ...predict <i>(using front cover of Lost and Found- what do you think the story will be about? Why? What clues can you see?)</i> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Continue to develop set 1 phonological awareness, focusing on: oral blending and segmenting Say the sound for each letter of the alphabet and double letters (ss, ll, zz, ck, ff) and continue to develop consonant digraphs (sh, ch, th, ng) Begin to read words consistent with their phonic knowledge Read some common exception words matched to Rwi groupings <i>(no, put, for, he (plus see Autumn words))</i> Read simple phrases / sentences, applying phonics sounds taught so far. <p><u>Writing:</u></p> <ul style="list-style-type: none"> Form most lowercase letter correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught in phonics e.g. CVC words Write captions/phrases and begin to write simple sentences using known sounds Begin to attempt to use full stop and capital letter Include word spacing Orally rehearse caption or sentence before writing Re-read what they have written to make sure it makes sense Begin to write a variety of fiction and non-fiction sentences / captions 	<p><u>Reading: comprehension/ word reading</u></p> <ul style="list-style-type: none"> Oral blending and segmenting Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate-where appropriate-key events in stories. <i>(pause in stories... what do you think will happen next? Why? What makes you say that?)</i> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Begin to notice some relationships between one text and another <i>eg Somebody swallowed Stanley and clean up.</i> Begin to comment on perceived links with own life experience or other experiences, <i>e.g. films, books, what they found on a walk</i> Say the sound for each letter of the alphabet and for at least 10 digraphs Secure in set 1 and set 2 sounds including relevant set 2 trigraphs Read words consistent with their phonic knowledge by sound blending Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words <i>eg your, said, you, are (plus see Autumn/Spring words)</i> <p><u>Writing:</u></p> <ul style="list-style-type: none"> Write recognisable letters most of which are formed correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught in phonics Write simple phrases and sentences that can be read by others Oral rehearsal of sentence before writing, Using: word spacing, full stop, capital letter Begin to sequence 2-3 sentences within purposeful fiction/ non fiction writing, such as: 2-3 part story (e.g. using story map/planner), Instructions, Fact cards (e.g. using a ‘spidergram’ to collate information)
<p>Early learning goals:</p> <p><u>Word reading-</u> Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Comprehension-</u> Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>Writing-</u> Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>		

Educational programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn	Spring	Summer
<p><u>Number / Numerical patterns</u></p> <ul style="list-style-type: none"> To be able to identify similarities and differences across a range of criteria, for example by colour, shape, size, texture and function. To be able to sort by colour, shape, size, texture, orientation and function. To be able to compare and order by size, length and time. To be able to recognise, extend, create and fix simple AB patterns. To be able to count reliably (with one-to-one correspondence and understanding of cardinality) up to five forwards and backwards. To be able to compare numbers, order and write numbers to five. To know the 1 more than, 1 less than relationship between consecutive whole numbers. To be able to represent the numbers 1–5 in different ways. Subitise 3/4 objects (without counting) <p><u>Shape, space and measure</u></p> <ul style="list-style-type: none"> To talk about time in terms of night and day. To use language related to time and to be able to sequence events. To compare size, mass and capacity. To recognise language associated with 2D shapes, specifically triangles and circles. To recognise language associated with 2D shapes, specifically rectangles and squares. 	<p><u>Number / Numerical patterns</u></p> <ul style="list-style-type: none"> To understand zero as an empty set. To represent numbers on a five and ten frame. To match number names to numerals and to representations on ten frames up to 10. To find number bonds for numbers up to 6. <ul style="list-style-type: none"> To be able to double numbers 1–5. To be able to recognise doubles and non-doubles To be able to create number bonds to make 7–10. To be able to count to 10 forwards and backwards. To compare quantity. To count on and back to find 1 more and 1 fewer. To be able to order numbers to 10. To use a counting all strategy to combine two sets up to 10 To be able to copy, continue and create AAB, ABC and AABC patterns. Begin to subitise up to 5 objects. <p><u>Shape, space and measure</u></p> <ul style="list-style-type: none"> To be able to measure end-to-end length, compare lengths and use non-standard units of measurement. To begin to order days of the week and develop an understanding of days and minutes. To compare the mass of an object and explore finding a balance using scales. To be able to measure the capacity of containers. To be able to recognise 3D shapes in the environment and begin to discuss the properties including what 2D shapes they can find within the faces. 	<p><u>Number / Numerical patterns</u></p> <ul style="list-style-type: none"> To be able to use counting on as a strategy for addition. To be able to calculate subtraction as taking items away. To be able to count forwards and backwards within 10. To recognise 1 more and 1 less. To be able to count to and from 20. To be able to halve sets of items and even numbers by sharing into 2 equal groups. To be able to recognise and understand odd and even numbers. Subitise accurately up to 5 objects. <p><u>Shape, space and measure</u></p> <ul style="list-style-type: none"> To be able to compose 2D shapes using tangrams and pattern blocks. To understand and use positional language.
<p>Early learning goals:</p> <p><u>Number:</u> Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns:</u> Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>		

Understanding the world: Past and present/ People, culture and communities/ Natural world		
Educational programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.		
Autumn	Spring	Summer
<p>Past and Present:</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family’s history (ordering photos from baby- now) <i>Vocab: change, long ago, in the past, now, present</i> Begin to comment on images of familiar situations in the past (Look at photos of parents from when they were 5 and compare hair styles, clothing etc) <i>Vocab: old, young, same, different, change</i> Begin to recognise change, similarities and differences with specific periods of time e.g. toys used by themselves/ parents/ grandparents. <i>Vocab: same, different, in the past, now, present, change</i> <p>(substantive concept: childhood. Disciplinary concepts: similarity /difference)</p> <p>People, culture and communities:</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community <i>Vocab: Balshaw Lane, Euxton, Chorley</i> Understand that there are many different types of families <i>Vocab: parent, step-sister / brother / mum / dad, similar, different</i> Name and describe people who are familiar to them and people in their local / school community <i>Vocab: site manager, office manager, school crossing patrol, shopkeeper</i> Begin to recognise that people have different beliefs and celebrate special times/ events in different ways <i>Vocab: harvest, bonfire night, christmas (link to Lancs RE planning)</i> Develop a knowledge and awareness of other festivals <i>Vocab: harvest, Diwali, Christmas</i> Begin to develop an awareness of the purpose of maps. <i>(Begin to look at maps of Euxton and the school grounds) Vocab: Balshaw Lane, Euxton, Chorley</i> Begin to show an understanding of the different spaces in our school and local environment and know the purpose. <i>(substantive concept: Space/ Place. Disciplinary concepts: interpret geographical sources) Vocab: hall, classroom, playground, outdoor area, toilet, near, far</i> <p>The Natural world:</p> <ul style="list-style-type: none"> Explore the natural world around them e.g. leaves: sort by shape/size, begin to identify some local tree species (collect them from the school grounds) <i>Vocab: leaves, trees, nature, natural, sort, identify, name</i> Describe what they see, hear and feel whilst outside e.g. leaf shape, size & colour <i>Vocab: senses, see, hear, feel, taste, smell</i> <i>Begin to describe and sort humans based on their features.</i> Understand the effect of changing seasons on the natural world around them e.g. Autumn into Winter <i>Vocab: seasons, summer, autumn, winter, spring, changes, shorter days, darker, leaves falling</i> Observe / talk about changing seasons , including changes in autumn <i>Vocab: weather, rain, snow, ice, cold</i> Begin to find out about plants and animals in contrasting natural environments (survey of plants and animals they can find on the school grounds and link to where elephants live- are they the same or different plants and animals?) <i>Vocab: plants, animals, live</i> Begin to understand some important process and changes in the natural world around them, including states of matter e.g. How long will it take the ice to melt? <i>Or How does cake mixture change as it cooks?</i> 	<p>Past and Present:</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past (How have homes changed over time?) <i>Vocab: past, present, home, house, change, igloo, hut, cave, pyramid, castle, house</i> <p>(Substantive concept: Civilisation Disciplinary concepts:similarity and difference)</p> <p>People, culture and communities:</p> <ul style="list-style-type: none"> Recognise special stories and books in a range of faiths eg the Bible and Qur’an <i>(link to Lancs RE planning)</i> Recognise some similarities and differences between life in this country and other countries (hot and cold environments- Antarctic and South Africa as habitats for penguins) <i>Vocab: hot, cold, same, different, ocean, land</i> <ul style="list-style-type: none"> Begin to describe key features of a map using correct vocabulary. <i>Vocab: map, school, road, field</i> Begin to draw and use plans that are familiar to them such as the classroom, local environment or farm visit. <i>Vocab: map, plan</i> Begin to use world maps and globes to identify countries of personal interest or countries we are learning about. <i>Vocab: map, country, land, sea, near, far</i> <p>(substantive concept: Space/ Place. Disciplinary concepts: interpret geographical sources)</p> <p>The Natural world:</p> <ul style="list-style-type: none"> Explore the natural world around them (observing the trees and animals on our school grounds compared to autumn. <i>Vocab: spring, blossom, buds, new life, growth</i> Describe what they see, hear and feel whilst outside and talk about the different parts of the body linked with each sense. <i>Vocab: as in autumn and nose, ears, eyes, tongue, skin</i> Understand the effect of changing seasons on the natural world around them e.g. observing a puddle evaporating throughout the day <i>Vocab: rain, sun, wet, dry</i> Understand some important processes in the natural world around them e.g. life cycles, including plant growth (life cycle of a frog/ butterfly or grow your own beanstalk-linked to Lit text) <i>Vocab: grow, change, frog spawn, tadpole, froglet, frog, caterpillar, cocoon, chrysalis, butterfly</i> Use language to compare and order different materials (especially natural ones found on the school grounds). <i>Vocab: wood, plastic, metal, glass, fabric, hard, strong, soft, softest, hardest</i> Understand some important processes e.g. how the direction of an object can be changed when pushed or pulled. (compare which surface is best for pushing the pram/ car along or which ball they can push the furthest) <i>Vocab: push, pull, change, surface, rough, smooth</i> Begin to make observations and draw diagrams of plants or animals. (draw the life cycles mentioned above) <i>Vocab: observe, changes, time</i> 	<p>Past and Present:</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class <i>eg What was the earth like when dinosaurs roamed? (see book list)</i> Understand the past through settings, characters and events encountered in books read in class and storytelling. <i>E.g. the role of Mary Anning in discovering fossils. Vocab: past, present, then, now, a long time ago</i> <p>(substantive concept: leadership. Disciplinary concepts: historical significance)</p> <p>People, culture and communities:</p> <ul style="list-style-type: none"> Begin to understand that some places are special to members of their community and that different faiths may have special places associated with them. <i>(link to Lancs RE planning)</i> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <i>Vocab: village, town, home, animals, nature)</i> <p>(Substantive concept: human and physical. Disciplinary concepts: communicate geographical information)</p> <ul style="list-style-type: none"> Draw and create maps using objects, pictures and some signs/ symbols. (can you map Stanley’s journey or the bus journey) <i>Vocab: where, next to, near, map, journey include features of the journey eg hill, bridge, river.</i> Find places of interest on a simple map. (using a map of the beach/ seaside chn can spot the sand, sea etc.) <p>(substantive concept: Space/ Place. Disciplinary concepts: interpret geographical sources)</p> <p>The Natural world:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants (bug hunt in the school grounds, counting how many and drawing their findings) <i>Vocab: names of bugs they see, habitat</i> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (compare above to animals found at the beach/ ocean) <i>Vocab: names of plants and animals they will find at the beach</i> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter e.g. begin to develop an understanding of light and heat/ colour and shadow. (Measure shadows and how they change, create shadows using their body and other objects- How does the shadow change throughout the day? Can I create a shadow?) <i>Vocab: light, sun, shade, shadow, clouds</i> Understand what some different parts of animals are used for (link to Lit texts and sea creatures) <i>Vocab: tail, fin, gills, beak, tusk, shell</i> Understand the need to care and respect for the natural environment and all living things. (link to Lit text) <i>Vocab: environment, recycle, litter, extinct,</i> Explore and talk about a variety of animal habitats and what animals need to survive. (link to Lit text) <i>Vocab: cold, hot, snow, ice, water, warm, food, shelter, home,</i> Observe how a material can change over time eg How quickly do ice cubes melt in different parts of the playground? <i>Vocab: hot, cold, melt</i> Begin to understand some important processes e.g. objects that float or sink (the best shape or material to create a boat) <i>Vocab: float, sink, heavy, light, top, bottom, surface</i>
<p>Early learning goals:</p> <p>Past and present: Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, culture and communities: Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Natural world: Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		

<div>Expressive Arts and Design</div> <div>We will use lessons from Sparkyard curriculum for our music</div>		
Educational programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		
Autumn	Spring	Summer
<p>Creating with Materials</p> <ul style="list-style-type: none"> Begin to draw with purpose, deciding on what to draw before making marks. <i>(Self-portrait drawing skills, Outcome: Pencil line drawing. Vocab: light, dark, hard, soft)</i> Begin to draw through observation with increasing complexity and detail. <i>(Observational drawing: autumn leaves, feathers, faces using mirrors) Vocab:looking closely, observe, copy</i> Use a variety of mark making tools with increasing control and fluency. <ul style="list-style-type: none"> Take rubbings from objects Safely use and explore a variety of materials and tools. <i>(Sorting, organising and using food - Harvest) Vocab: cut, wash, peel, grate</i> Explore new techniques and joins. <i>Vocab: ribbon, tie, bow, join, temporary, permanent, material.</i> Talk about new creations. Independently construct loose parts showing increasing skills in combining, lining up and stacking. <i>Vocab: line, stack, sort, group</i> <ul style="list-style-type: none"> Build structures using a variety of materials <i>e.g. art straws, skewers, lego, wooden blocks</i> Use a range of tools <i>(scissors, stapler, split pins, treasury tags and hole punch).</i> <p>Being Imaginative and Expressive -</p> <ul style="list-style-type: none"> Take part in simple pretend play and begin to develop complex stories using small world equipment. Begin to develop storylines in their pretend play – including those linked to focus text. Begin to listen attentively, move to and talk about music, expressing their feelings and responses. Begin to watch and talk about dance and performance. Sing in a group or on their own. Begin to explore and engage in music making and dance. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> Develop drawing within a range of contexts, including observational drawing. <ul style="list-style-type: none"> In painting, be able to select a brush and use the ‘dip, draw, wash and wipe’ technique. Explore what happens when mixing primary colours to create secondary colours. <i>Vocab: primary colour, secondary colour, mixing</i> Explore and use a variety of artistic effects to express their ideas and feelings. Develop ideas for printmaking to experience shape, texture and pattern. <i>Vocab: shape, texture, pattern</i> Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage. <ul style="list-style-type: none"> Explore a wide range of materials, making simple forms and applying simple decorative features where wanted. <i>Vocab: needle, thread, sew, attach, add, decorate</i> Talk about new creations identifying what went well. Dismantle everyday objects and think about how they work e.g. a child might dismantle a pepper grinder and discover how it is put together and the materials the different parts are made from <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> Use drawing tools with care and increasing precision. Draw with increasing complexity and detail. Observe colour in nature and represent it in artwork- mixing colours to match what they see. <i>Vocab: light, dark, primary, secondary, mixing, matching</i> Create collaboratively sharing ideas, resources and skills <i>(e.g.group pieces of art out of recycled materials based on somebody swallowed Stanley)</i> Return to and build on previous learning, refining ideas and developing ability to represent them. Using printing techniques with independence to make patterns and pictures. Make models out of clay/dough with a purpose and with increasing skill. <i>Vocab: pinch, squeeze, grip, twist</i> <ul style="list-style-type: none"> Combine pieces of clay/dough using different techniques and tools to represent a familiar object and represent the feel of an object e.g. caterpillar. Independently assemble different pieces to create a model. Describe their drawing/design or ideas and intentions <i>Vocab: design, think, plan,</i> Begin to evaluate the process used. <i>(evaluate how they made their clay sculpture & submarine) Vocab: next time, better, change</i> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music or create actions in response to a music stimulus.
<p>Early learning goals:</p> <p>Creating with Materials</p> <p>Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive</p> <p>Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>		