



Early Years Curriculum 2022-2023

Reception Long Term Planning 2022-2023

We use the Learning challenge curriculum from focus education to design and run carefully planned themes (Big Questions) throughout the year to ensure every child is given a variety of different stimuli.

Children will benefit from lots of opportunities to learn through play. At Bowerhill Primary School will ensure that learning will be fun, engaging and we will challenge and support all children what ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities and language skills. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21 & children's interests. We value the importance of the outdoor environment for our children and use our outdoor space as a continuation of our indoor provision, it will be used at every opportunity. We provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Parental communication and the relationship we develop with parents is of great value to us and we strive to foster this throughout this vital year.

Characteristics of effective Teaching and Learning

Playing and Exploring

Children investigate and experience things and 'have a go'.



Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.



Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.



We know that children do their best learning when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development, play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , Play Allows children to set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Its good to be Me!	Lets Celebrate	Lets get help!	Go on an adventure!	Watch it grow!	Once Upon a time...
Text	Colour Monster Rainbow Fish Harry and His bucket Full on Dinosaurs go to school Topsy and Tim Start School	Christmas Story Pumpkin Soup	Non Fiction Emergency Emergency Topsy and Tim Series Awsome Engines: Emergency	Handa’s Surprise Man on the Moon How to catch a star Commotion in the Ocean	Julia Donaldson Snail on whale Spinderella Monkey Puzzle Arrgh Spider What the Lady bird Heard	Ginger Bread Man Jack and the Beanstalk The Three Little Pigs
Festivals and Cultural Celebrations	Harvest	Halloween Bonfire Night Remembrance day Christmas Diwali	Pancake Day Chinese New Year Valentine’s day	Mother’s Day Easter Eid		Father’s Day
RE	Special People	Special Times	Celebrations	Easter	Story Time	Special Places
Computing						
Hooks/ visits	Local walks Photo gallery of the children's lives	Season walk Themed Dressing up days	Police Visit Fire Visit Paramedic Visit Dentist Visit Library Visit	Bowerhill Picnic Area Canal Walk	Planting	Picnic in the park Scrape Store
Welly walks (Link to Natural World)	Phase 1 environmental sounds Getting to know my school grounds Nature crowns Number hunt	Looking at the seasons Noticing changes in the environment Bird feeders Noticing the birds	Winter walks Ice and frost activities Walk around the local area Visit to the part Word hunt Team work activities	Looking at the seasons Noticing changes in the environment I identifying signs of spring I identifying plants planting	Mini beast hunt Making mini beast hotels Visit picnic area Meeting farm animals Planting Natural art	Looking at the seasons Noticing changes in the environment Visit to the park Den building Maps
Parental engagement	Phonics meeting Sign up to tapestry- fill in all about me form. Termly Topic letter and website updates Parent helpers- Continuous	Parents evening Termly Topic letter and website updates Parent helpers- Continuous	Termly Topic letter and website updates Parent helpers- Continuous	Parents evening Termly Topic letter and website updates Parent helpers- Continuous	Termly Topic letter and website updates Parent helpers- Continuous	Reports to Parents Termly Topic letter and website updates Parent helpers- Continuous

Learning Area	Term 1 It is good to be Me!	Term 2 Lets Celebrate	Term 3 Lets get help!	Term 4 Go on an adventure!	Term 5 Watch it grow!	Term 6 Once Upon a time...	ELG
Communication and Language Listening. attention and understanding We support the children's Communication and Language all the time in the Foundation Stage through activities planned and through spontaneous play. We encourage new vocabulary throughout the year through discussions, stories, non-fiction, rhyme and role play. We provide a language rich environment where speaking and listening is paramount.	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 .						
	I am beginning to listen during carpet time. I can listen to rhymes, songs and stories I can listen to sounds you make or play. I am beginning to answer questions asked to me by an adult. I can follow one step instructions.	I can listen for short periods during carpet time. I can listen and join in with repeated phrases in known stories and rhymes. I can listen to a story and decide if I have enjoyed it. I can answer who, when and where questions.	I know when to listen. I can listen and begin to want to answer questions. I can answer why and how questions. I am beginning to talk to others to solve problems. I can follow two step instructions. I can think out loud about things.	I can tell you about what you just said or what I just heard. I can ask questions or comment about what I have heard. I can follow three step instructions. I can talk to my friends in play and in learning.	I can listen for an extended period of time. I can tell you about my favourite book and describe the characters, setting or problem.	I can listen attentively and respond appropriately. I openly talk to my peers and known adults in class.	Listening, Attention and Understanding ELG Children at the expected level of development will: <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 understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

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Communication and Language Speaking We support the children's Communication and Language all the time in the Foundation Stage through activities planned and through spontaneous play. We encourage new vocabulary throughout the year through discussions, stories, non-fiction, rhyme and role play. We provide a language rich environment where speaking and listening is paramount. We use 'Tales Tool kit' to help develop and inspire the children's language and love of story telling.	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 .						
	I am learning new vocabulary all the time. I am beginning to answer questions asked to me by an adult. I can listen to an adult modelling speech and begin to copy. I am beginning to use social phrases like good morning, goodbye, please and thank you.	I am attempting to use new vocabulary. I can answer who, when and where questions. I can think out loud about things. I am beginning to use full sentences in my play. I can hear adults say 'I think', 'you could' and 'it might be' as models. I am beginning to use social phrases like good morning, goodbye, please and thank you. I can describe events in my play.	I can use new vocabulary in play. I can answer why and how questions. I am beginning to talk to others to solve problems. I can hear adults say 'I think', 'you could' and 'it might be' as models. I clearly know social phrases and use them correctly. I can review my play using simple sentences. I can hear adults using connectives such as because, and, then, before, first)	I have an increasing vocabulary to draw on in conversations. I can tell you about what you just said or what I just heard. I can ask questions or comment about what I have heard. I can talk to my friends in play and in learning. I can use full sentences in my play.	I can use full sentences in my play. I can use 'I think', 'you could' and 'it might be'. I start using connectives in my sentences.	I can use new vocabulary instantly. I openly talk to my peers and known adults in class. I can speak in full sentences with a variety of vocabulary.	Speaking ELG Children at the expected level of development will: <ul style="list-style-type: none"> • 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

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Personal, Social & Emotional Development	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.						
Self-Regulation							
Building Relationships							
Managing Self							
We support the children’s PSED all the time in the Foundation Stage through activities planned and through spontaneous play. We follow the Jigsaw scheme to deliver discrete lessons each week.	<p>Being me in my world</p> <p>Who, me- ? - I understand how it feels to belong and we are similar and different</p> <p>How am I feeling today? I can start to recognise and manage my feelings</p> <p>Being at school – I can work with others to make school a good place.</p> <p>Gentle Hands – I know why it is good to be kind and can use gentle hands.</p> <p>Our rights – I am starting to understand children’s rights.</p> <p>Our responsibilities – I am learning about being responsible</p>	<p>Celebrating differences</p> <p>What am I good at? – I understand everyone is good at different things</p> <p>I am special, I am me – I understand that being different makes us all special.</p> <p>Families – I know we are all different but the same in some ways.</p> <p>Houses and Homes – I can tell you why I think my home is special to me.</p> <p>Making Friends – I can tell you how to be a kind friend.</p> <p>Standing up for yourself – I know which words to use to stand up for myself.</p>	<p>Dreams and Goals</p> <p>Challenge – I understand that if I persevere I can tackle challenges.</p> <p>Never Give up – I can tell you about a time I didn’t give up until I achieved my goal.</p> <p>Setting a goal – I can set a goal and work towards it.</p> <p>Obstacles and support – I can use kind words to encourage people.</p> <p>Flight to the future – I understand the link between what I learn now and the job I might like to do .</p> <p>Footprint Awards – I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>Healthy Me</p> <p>Everybody’s body – I understand that I need to exercise to keep my body healthy</p> <p>We like to move it, move it – I understand how moving and resting are good for my body.</p> <p>Food, Glorious Food – I know which foods are healthy & can make healthy choices.</p> <p>Sweet Dreams – I know how to help myself go to sleep & understand why sleep is good for me.</p> <p>Keeping Clean – I can wash my hands thoroughly & know why this is important.</p> <p>Stranger Danger – I know what a stranger is and how to keep safe.</p>	<p>Relationships</p> <p>My family and me – I can identify jobs I do in my family & how I belong.</p> <p>Making Friends – I know how to make friends</p> <p>Making Friends – I can think of ways to solve problems and stay friends</p> <p>Falling out and Bullying – I am starting to understand the impact of unkind words.</p> <p>Falling out and Bullying – I can use calm me time to manage my feelings.</p> <p>Being the best friend I can be – I know how to be a good friend.</p>	<p>Changing Me</p> <p>My body – I can name the parts of my body</p> <p>Respecting My Body – I can tell you some things that I can do & foods I can eat to be healthy.</p> <p>Growing Up – I understand that we all grow from babies to adults.</p> <p>Fun and Fears – I can express how I feel about moving to Year 1.</p> <p>Fun and Fears – I can talk about my worries or the things I am looking forward to about being in Year 1.</p> <p>Celebration – I can share my memories of the best bits of Reception.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others’ needs</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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>

Learning Area	Term 1 It is good to be Me!	Term 2 Lets Celebrate	Term 3 Lets get help!	Term 4 Go on an adventure!	Term 5 Watch it grow!	Term 6 Once Upon a time...	ELG
Physical Development	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, coordination 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 wellbeing. Fine motor control and precision helps with hand-eye coordination 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.						
Gross Motor	Gymnastics I can jump, slide, roll, move over, under and on apparatus Body Management I can balance and manage my own body including manipulating small objects. I can control, stretch, reach, extend my body	Dance I can move in time to music; beat patterns and different speeds. I can perform a wide variety of dance actions both similar and contrasting. I can copy, repeat, and perform simple movement patterns Manipulation and co-ordination I can send and receive a variety of objects with different body parts. I can work with others to control objects in space. I can coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.	Gymnastics I can perform a variety of shapes, jumps, balances and rolls I can link simple balance, jump and travel actions Body Management I can roll, slide and slither. I can jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet. I can work in a small group co-operatively	Dance I can count and move to beats of 8. I can copy and repeat movement patterns. I can work as an individual, in partners, and as a group. I can stop, start, pause, prepare for and anticipate movement in a variety of situations. Manipulation and co-ordination I can coordinate similar objects in a variety of ways. I can think of different ways to manoeuver objects. I can skip with a rope.	Speed, Agility, travel I can travel with some control and coordination. I can change direction at speed through both choice and instructions. I can perform actions demonstrating changes in speed. Co-operate and solve problems I can move confidently and cooperatively in space. I can travel in a range of ways.	Speed, Agility, travel I can participate in a variety of agility-based activities, moving and controlling objects. I know the difference between moving softly, quietly, quickly or powerfully. I can move my body to music & percussion beats. Co-operate and solve problems I can copy and repeat various patterns and actions. I can work in a team. I can solve more complex tasks.	Gross Motor Skills ELG Children at the expected level of development will: <ul style="list-style-type: none"> • 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.

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Fine Motor							
Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed with guided handwriting sessions.	Dough Disco I can roll balls, make snakes and pancakes. Squiggle while you wiggle I can mark make using both hands. I begin to show dominant hand. Finger Gym I can thread beads. I can manipulate small objects. I can use tweezers I attempt to use basic tools (paintbrushes, cutlery) Scissors I can make snips in paper. I can cut straight lines. Pencil Control I can use a pincer grip to pick up objects, including a pencil.	Dough Disco I can dough disco with many moves. (intervention Groups) I can make objects and letters Squiggle while you wiggle I can copy basic shapes/letters. I have a dominant hand for writing. Finger Gym I can thread beads. I can manipulate small objects. I can use tweezers I attempt to use basic tools (paintbrushes, cutlery) Scissors I can cut simple curves and angled lines (one direction change) Pencil Control I use a tripod grip with support.	Dough Disco I can create my own dough disco moves. (Intervention Groups) I can use tools to make changes to the dough. Squiggle while you wiggle I use my dominant hand to make lines and patterns. I use my dominant hand to write letters and numbers with guidance from an adult. Scissors I can cut out simple lines with more than one direction change Pencil Control I use a tripod grip with reminders if needed. (intervention groups)	Squiggle while you wiggle I use my dominant hand to copy letters and numbers Scissors I can cut circles Pencil Control I use a tripod grip for drawing and writing.	I use my dominant hand to write letters and numbers independently. Scissors I can cut basic shapes. Pencil Control I use a tripod grip for drawing and writing.	I use my dominant hand to write letters and numbers independently. Scissors I can cut complicated shapes with straight and curved lines. Pencil Control I use a tripod grip for drawing and writing showing care and accuracy.	Fine Motor Skills ELG 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.

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Literacy	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).						
Word Reading We are using the Little Wandle Letter and sounds revised scheme to teach phonics. Children have access to a wide range of decodable books that support their love of reading. Children have access to the school library.	Phonics Phase 1 recap Initial Sounds Rhyming Alliteration Oral Blending Phase 2 Graphemes: s a t p i n m d g o c k c k e u r h b f l Tricky words: is I the I can orally blend and segment CVC words with learnt sounds I can recognise and read my name.	Phase 2 Graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags) Tricky words: put pull full as has his her go no to into she push he of we me be I can blend and segment CVC words with learnt sounds. I can read simple phrases with known graphemes and tricky words.	Phase 3 Graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words Tricky words: was you they my by all are sure pure I can read simple phrases and sentences with known graphemes and tricky words.	Phase 3 Graphemes: • Review all phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end I can read sentences with known graphemes and tricky words.	Phase 4 • Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est Tricky words: said so have like some come love do were here little says there when what one out today I can read sentences with known graphemes and tricky words.	Phase 4 Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words I can read sentences with known graphemes and tricky words.	Word Reading ELG 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.

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Literacy Writing We use ‘Tales Tool kit’ to help develop and inspire the children's language and love of story telling, this then feeds into their writing. Ensure writing opportunities are in all areas of the Environment	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).						
	I can start to form the letters s a t p i n m d g o c k c k e u r h b f l with support.	I can start to form the letters ff ll ss j v w x y z zz qu ch sh th ng nk with support.	I can copy the letters of the alphabet.	I can copy the letters of the alphabet.	I can write the letters of the alphabet.	I can write the letters of the alphabet.	Writing ELG 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.
	I can start to write my name.	I can write my name.	I can hold a sentence and attempt to write it with support.	I can write CVC words (including Phase 2 & 3 sounds) and Phase 2 & 3 tricky words.	I can write CCVC and CVCC words using known graphemes.	I can write CCVC and CVCC words using known graphemes.	
	I can write the letters of my name in the correct sequence.	I can write simple CVC and Phase 2 tricky words.	I can attempt to write simple sentences and read them back to an adult.	I can hold a sentence and attempt to write it.	I can write Phase 2 and 3 tricky words.	I can write Phase 2 and 3 tricky words.	
	I can repeat a sentence.	I can hold a sentence to help an adult write it.		I can attempt to write simple sentences and read them back to an adult.	I can think of my own sentence to write.	I can write simple sentences which can be read by an adult.	
	Handwriting Letter formation I can write letters- On whiteboards practice letters taught in Phonics.	Handwriting Letter formation I can write letters- On whiteboards practice letters taught in Phonics.	Handwriting Letter Formation I can form my letters correctly. Handwriting Focus groups. Curly Caterpillar Ladder letters Robot letters Zig Zag Letters	Handwriting Letter Formation I can form my letters correctly. Handwriting Focus groups. Curly Caterpillar Ladder letters Robot letters Zig Zag Letters	Handwriting Letter Formation I can form my letters correctly. Handwriting Focus groups. Curly Caterpillar Ladder letters Robot letters Zig Zag Letters	Handwriting Letter Formation I can form my letters correctly. Handwriting Focus groups. Curly Caterpillar Ladder letters Robot letters Zig Zag Letters	

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Literacy Comprehension We use 'Tales Tool kit' to help develop and inspire the children's language and love of story telling. These session are adult led with the resource then in provision for the children to explore in their play. Ensure reading opportunities are in all areas of the Environment. Use and encourage new vocabulary throughout the year during discussions about stories, nonfiction, rhymes, poems and during role play.	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).						
	I have a favourite story, rhyme, poem or song. I can select a familiar story for you to read and tell you one character name. I can use role play to represent a familiar character from a story. I can look at non-fiction books.	I can listen and join in with repeated phrases in known stories and rhymes. I can listen to a story and decide if I have enjoyed it. I am beginning to participate in role play around the story. I am beginning to learn a rhyme, poem or song. I know that non-fiction is a book of information.	I can listen and am beginning to answer questions. I can use story talk. I can be a character from a story. I can tell you what happens in a story. I know a song, rhyme or poem off by heart. I am using non-fiction books to find information with an adult.	I always listen and then attempt to answer questions which show comprehension of the story. I can make a prediction about a story. I can role play a story. I have a new word to find from our fact finding.	I can tell you about my favourite book and describe the characters, setting or problem. I will use some of my own words to describe a story. I can role play a story retelling the plot. I can share new words around the subject from my facts.	I can tell you the problem within a story and suggest a solution. I can walk a story through using my own words to describe the part we are at.	Comprehension ELG Children at the expected level of development will: <ul style="list-style-type: none"> • 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.

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Mathematics	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 measure. 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.						
	Number	We follow a carefully designed maths progression which was created by the White Horse Federation Early Years Leads and Sue Rayner.					Number ELG Children at the expected level of development will: <ul style="list-style-type: none">• 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. Numerical Patterns ELG Children at the expected level of development will: <ul style="list-style-type: none">• 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;
Numerical Patterns	We follow a carefully designed maths progression which was created by the White Horse Federation Early Years Leads and Sue Rayner. This can be found...						

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Understanding the world	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, nonfiction, 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.						
Past and Present History	<p>I can Identifying my family. Commenting on photos of my family; naming who I can see and of what relation they are to me.</p> <p>I can talk about what they do with their family and places they have been with their family.</p> <p>I can name and describe people who are familiar to them.</p> <p>I can Sequence how I have grown timeline and talk about how I have changed.</p> <p>I can Sequence events to understand then & now / past & present e.g. sequence nursery rhyme pictures.</p> <p>I am beginning to learn traditional stories from the past.</p>	<p>I can talk about the past and present events in my own life and in the lives of family members.</p> <p>Guy Fawkes / Bonfire night</p> <p>Remembrance day</p> <p>I can talk about what they have done with their families during Christmas’ in the past.</p> <p>I know how Christmas used to be celebrated in the past.</p>	<p>I can talk about members of their immediate family and community.</p> <p>I can draw similarities and make comparisons between other families.</p> <p>I can Listen to stories and place events in chronological order.</p> <p>I can explore old artefacts and tell you why they are old. (transport)</p>			<p>I can talk about the difference between real and fiction in the stories we have read.</p>	<p>Past and Present ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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;

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<p>Understanding the world</p> <p>People Culture and Communities</p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>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, nonfiction, 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.</p>						
	<p>I know about and can identify important people to me (parents, teachers, Doctors, club leaders)</p> <p>I can listen to stories from around the world</p>	<p>I can tell you where I live (street/town)</p> <p>I can children talk about their homes and what there is to do near their homes?</p> <p>I can listen to stories from around the world and talk about them.</p>	<p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>I am beginning to know about people around the world</p>	<p>I can listen to stories from around the world and talk about how they are different or similar to me.</p> <p>I can explore a different country and look at the similarities and differences between life in this country and life in other countries.</p> <p>I can make comments on the weather, culture, clothing, housing</p>		<p>I can tell you a traditional tale from another culture.</p>	<p>People Culture and Communities ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>Discovery RE – Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism</p>	<p>Discovery RE – Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation</p>	<p>Discovery RE – Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism</p>	<p>Discovery RE – Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation</p>	<p>Discovery RE – Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>Discovery RE – Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism</p>	

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Understanding the world	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, nonfiction, 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.						
The Natural World							
We go on weekly welly walks where the children are able to explore their immediate and local environment. We make observations of the natural world around them, changing weather and seasons. We encourage the children to use all their senses to explore and talk about what they see and ask questions.	<p>I can navigating around our classroom and outdoor areas.</p> <p>I can explore the school grounds and know how to get to key areas of the building and outside space.</p> <p>I can observe the natural world outside my classroom door.</p> <p>I am starting to use all my senses and use descriptive words to describe what I see, hear, smell and feel.</p>	<p>I can tell you where I live (street/town) and describe its features.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>I can talk about the weather and beginning to know the different seasons.</p>	<p>I can use the beebots to navigate a simple map. Introduce navigational language.</p> <p>I am beginning to know about people around the world.</p> <p>Use world maps to show children where some stories are based (stories from other cultures)</p> <p>I confidently explore the outdoor environment in school and the local area.</p> <p>I observe change in the weather and natural environment.</p>	<p>I know the features of the local environment- Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>I can explore a different country and describe why it is different to where I live.</p>	<p>I can comment on things I have seen whilst outside, including plants and animals.</p> <p>After close observation, I can draw pictures of the natural world, including animals and plants</p> <p>I confidently use all the senses to explore the natural world.</p> <p>I know about mini beasts and their habitats.</p> <p>I can plant a seed and watch it grow.</p> <p>I can name some parts of a plant or flower.</p> <p>I can record my findings</p>	<p>I know about recycling and how it can take care of our world.</p> <p>I know what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us</p> <p>I can make and draw a treasure map with X marks the spot.</p> <p>I can navigate my way to the local park.</p>	<p>.The Natural World ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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><u>Welly Walks</u></p> <p>Phase 1 environmental sounds</p> <p>Getting to know my school grounds</p> <p>Number/sound hunt</p> <p>Nature rainbow</p>	<p><u>Welly Walks</u></p> <p>Finding our houses</p> <p>Nature Crowns</p> <p>Looking at the seasons</p> <p>Noticing changes in the environment</p> <p>Bird feeders</p>	<p><u>Welly Walks</u></p> <p>Winter walks</p> <p>Walk around the local area</p> <p>Visit to the park using navigational Language.</p> <p>Word hunt</p> <p>Library</p>	<p><u>Welly Walks</u></p> <p>Looking at the seasons and climate</p> <p>I identifying signs of spring</p> <p>Natural art</p> <p>Local features</p>	<p><u>Welly Walks</u></p> <p>Noticing changes in the environment</p> <p>I identifying plants</p> <p>Mini beast hunt</p> <p>Mini beast hotels</p> <p>Visit picnic area</p>	<p><u>Welly Walks</u></p> <p>Noticing changes in the environment</p> <p>Visit to the park using navigational skills</p> <p>Litter picking</p> <p>Den building</p> <p>Maps</p>	

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Expressive Arts and Design Creating with Materials We follow a carefully designed EAD progression which was created by the White Horse Federation Early Years Leads and Sue Rayner. This can be found... We use 'Tales Tool kit' to help develop and inspire the children's language and love of story telling. We encourage the children to act out stories and familiar experiences in role play situations. We have a continuous Home corner, themed role play area and stage for the children to express themselves during LTP.	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.						
	1) LI – To self-resource equipment. Vocabulary – revisit vocabulary for classroom resources. (2) LI – To use paint and brushes appropriately. Vocabulary – Revisit vocabulary such as gentle, stroke, dab. (3) LI – How to organise and store painting creations. Vocabulary - Naming equipment	1) LI – To mix primary colours (2) LI – To use different brushes to create different lines (3) LI – To paint using observation (simple forms) Possible Abstract Artist: Sonia Delaunay, Mark Rothko, Kandinsky Possible line artist: Mondrian	1) LI – To create different shades of colour (2) LI – To create different effects using a variety of tools (3) LI – To create paintings using tools to create an intended effect Possible artists – Jackson Pollock	1) LI – To add white to create a shade (2) LI – To choose the right tool for the piece of work (3) LI – To paint using a variety of textured paint Vocabulary – rough, smooth, thick, thin, consistency, runny, bumpy, lumpy Possible artist: Van Gough, texture of pallet knife, sunflowers (focus on yellow)	1) LI – To use colour for a purpose (2) LI – To use lines for different effects (3) LI – To mix and match colours to artefacts and 3D objects. Possible artist: Cezanne, Monet, Provocation – visit an art gallery visit or virtual visit, art group Modern living artist, local artists who have painted local landscapes, landmarks, etc	1) LI – To adapt and change work to make improvements. (2) LI – To paint from imagination (3) LI – To create a detailed painting	Creating with Materials ELG Children at the expected level of development will: <ul style="list-style-type: none"> • 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.
	(1) LI – To be able to roll a sausage Vocabulary – pressure, rolling, extending, short, shorter, long, longer, cylinder (2) LI – To be able to roll a ball Vocabulary - ball, rolling, sphere, large, larger, small, smaller	1) LI – To be able to pinch and pull Vocabulary – Pinch, pull, stretch, fingers, extend, long, longer, direction (2) LI – To be able to push and poke Vocabulary – Pinch. Poke, press, and push, big. Bigger, small, smaller	1) LI – To be able to experiment with tools to create a desired effect. Vocabulary – tool, scales, fur, scape, rough, smooth, spikey (2) LI – To be able to select a tool to create a desired effect. Vocabulary – tool, scales, fur, scape, rough, smooth, spikey	1) LI – To make a spiral out of one piece of clay Vocabulary – spiral, continuous, spring, coil (2) LI – To make staking spiral out of piece of clay. Vocabulary – spiral, turn, curve, construct	1) LI – To create a slip. Vocabulary – Slip, texture, join, mix, water (2) LI – To experiment with joining layers of clay	(1) LI – To consider the skills, techniques and textures that your finished 3D model will require. Vocabulary – design, draw, consider, line, texture, shape, tools, materials (2) LI – To join parts using a slip Vocabulary – join, score, slip, hatch, stick, fix, hold, stable	

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Expressive Arts and Design Being Imaginative and Expressive We use 'Tales Tool kit' to help develop and inspire the children's language and love of story telling. We encourage the children to act out stories and familiar experiences in role play situations. We have a continuous Home corner, themed role play area and stage for the children to express themselves during LTP.	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.						
	I can use role play to represent a familiar character from a story. I am beginning to participate in role play around the story. I can chose a song I like to dance to I know some familiar nursery rhymes. I can explore music Dance I can move in time to music; beat patterns and different speeds. I can perform a wide variety of dance actions both similar and contrasting. I can copy, repeat, and perform simple movement patterns	I can use story talk. I can be a character from a story in my role play I can tell you what happens in a story through role play. I can sing a nursery rhyme or song. I can engage in music and follow a story map creating a musical accompaniment. Dance I can count and move to beats of 8. I can copy and repeat movement patterns. I can work as an individual, in partners, and as a group. I can stop, start, pause, prepare for and anticipate movement in a variety of situations.	I will use some of my own words to act out a story. I can role play and make up my own narratives. I can sing on my own I can sing in a group I can tell you how a piece of music makes me feel. I can preform in a performance	Being Imaginative and Expressive ELG Children at the expected level of development will: <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. 			