

# EYFS Curriculum Overview and progression of skills map

The Statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years.

## **Intent:**

Our intent is to give each unique child a high-quality early education with high quality care. This is delivered within a safe and nurturing environment which makes a powerful contribution to children's wellbeing, development and learning.

Play, both indoors and outdoors, is rich and we aim to ignite curiosity, awe and wonder of the world to develop the whole child. We provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure, inclusion and a real love of learning for every child to feel success and happiness.

Every child is recognised as a remarkable individual with a diverse range of experiences and starting points. We celebrate and welcome differences within our school community and we work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning. We plan with the children and adapt our environment by discovering new lines of development together (PLOD planning) to keep learning exciting and engaging.

The curriculum is flexible, ambitious and carefully sequenced. Adults 'scaffold' children's learning, modelling new skills and by giving them just enough help to achieve something they could not do independently. Teaching and exploring new vocabulary has high importance and stimulating experiences develop their communication skills. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language.

Our aim is to build on what the children already know and can do. Every child can make progress, if they are given the right support. When we give every child the best start in their early years, we give them what they need for lifelong learning.

Children in our Early Years Foundation Stage follow the Early Years Foundation Stage Curriculum (EYFS). We use "Development Matters" as our guidance for checkpoints and to ensure we are providing a child centred approach, supporting the whole child and their families.

Birth to 5 Matters supports our team to implement the Statutory Framework for the Early Years Foundation Stage (EYFS) in a pedagogically sound, principled and evidence-based way. Practitioners can then use their professional judgement based on their knowledge of the children in their setting and their wider context including family, community and the setting itself to construct an appropriate curriculum.

The children receive a broad and balanced curriculum that has been meticulously planned and purposefully sequenced across the seven areas of learning in the EYFS. The “Characteristics of Effective Learning” play a vital part in the Early Years Curriculum, highlighting the importance of playing and learning, active learning and critical thinking.

We use adaptive teaching strategies to support all children and we have high ambition for all.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

**Implementation:**

Four guiding principles should shape practice in early years settings.

These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

- high importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)

Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. We carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning. Children in the early years also learn through group work, when we guide their learning. A well-planned learning environment, indoors and outside, is vital to the development of the whole child.

We take time to get to know children's interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum.

**The EYFS curriculum is based on seven areas of learning :**

**Prime Areas**

communication and language

physical development

personal, social and emotional development

**Specific Areas**

literacy

mathematics

understanding the world

expressive arts and design

These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that a child's unique interests are supported.

During each week, the children will work with adults to complete focused reading and maths sessions and phonics is taught from the start every day.

Our continuous provision is ever changing to inspire and motivate independence and seize every opportunity as a learning opportunity. Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving.

During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play.

Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. These are collected in each child's online Seesaw journal or paper learning journey. We regularly assess where the children are, using 'Development Matters' and then ensure our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps. We will include interventions for groups or individuals if and when necessary.

The timetable changes throughout the year to take into consideration the changing needs of the children. This means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions.

Our exciting approach to teaching phonics and early reading means children are motivated to learn and quickly move through our Bug Club books. Children have access to online Bug Club and they have a love of reading from an early age, using our indoor and outdoor book areas and sheds. They take home books for enjoyment and enjoy being part of author visits and other reading initiatives.

### **Characteristics of Effective 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.

## **Impact**

### **Baseline (RBA):**

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journeys to gain an understanding of the whole child and where they are at. During the first half term, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The following baseline assessments are also carried out.

### **The RBA (Statutory Reception Baseline Assessment)**

This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

### **NELI (Nutfield Early Language Intervention)**

NELI is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment informs us if the child is at expected for their age or requires intervention from trained NELI practitioners.

### **Continuous Observations and interactions:**

All ongoing observations are used to inform weekly planning and identify children's next steps. We use a 'feeding forward' weekly map to prepare any enhancements within the environment and further learning and development.

This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Wow moments are recorded via the child's personal Seesaw account or in their individual learning journey.

### **Assessment:**

Phonic assessments are carried out using our termly phonics tracker and individual Bug Club phonics assessments quickly identify children who are not making expected progress or at risk of falling behind. Our aim is for children to 'keep up' rather than 'catch up' where possible.

Termly assessments for all 7 areas of the curriculum are completed three times per year and shared with parents.

In Summer Term 2, the EYFSP is completed where teachers judge whether the child has met each of the ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.

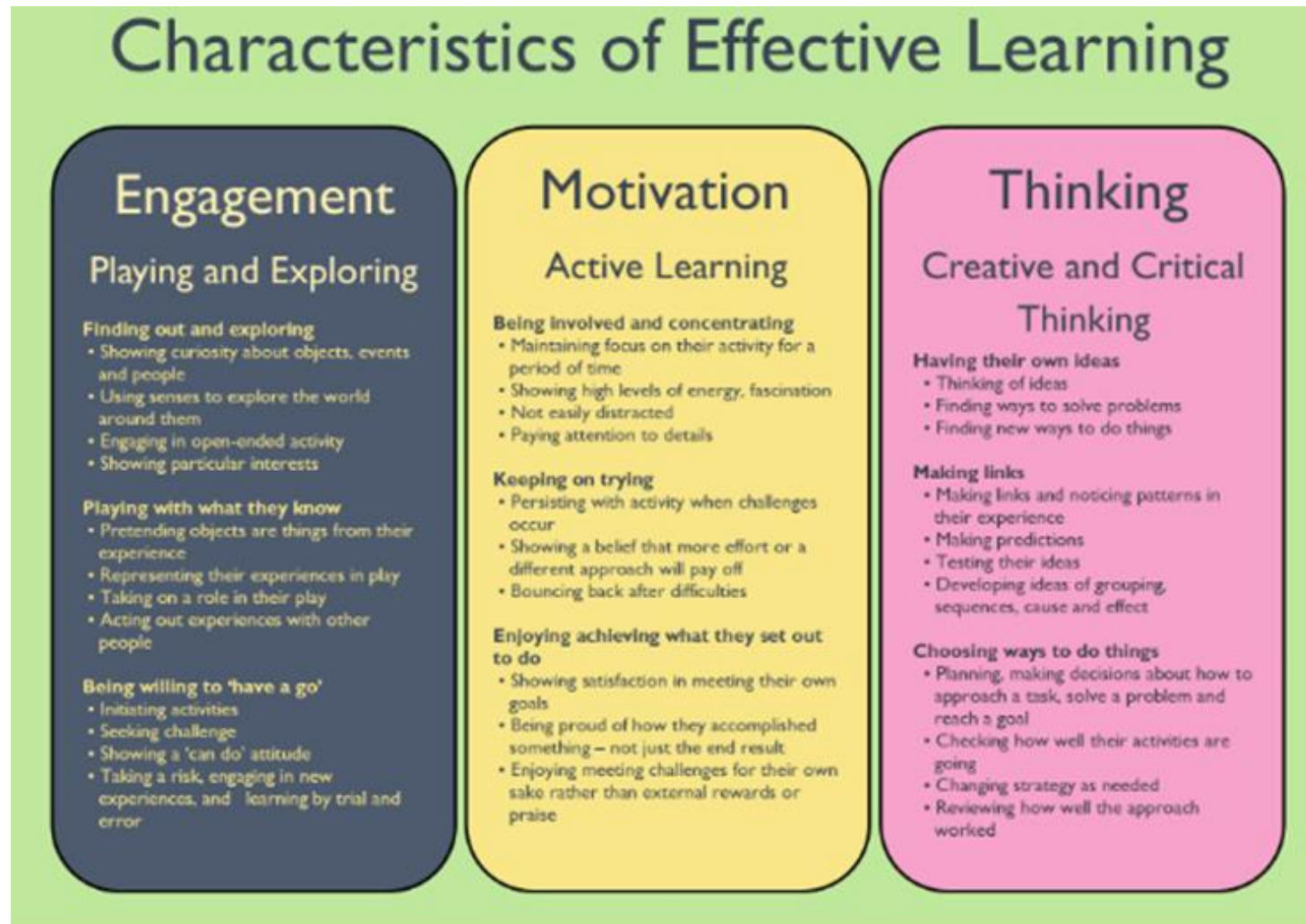
Children achieve well and staff have excellent knowledge of each child for a smooth transition to Year 1. The core and foundation subjects are carefully planned and our small class sizes mean that children from EYFS are nurtured throughout their whole school life by a team of highly skilled staff.

Parental support and engagement is excellent and 100% report they are happy and feel well supported by school. A high percentage of children reach a good level of development (GLD) by the time they leave EYFS.

The characteristics of effective teaching and learning are statutory and are referenced in the EYFS (2023).

We develop resilience, motivation, concentration, enquiry skills and problem solving through our carefully considered indoor and outdoor provision.

- 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'



The four guiding principles shape our practice:

**The EYFS seeks to provide:**

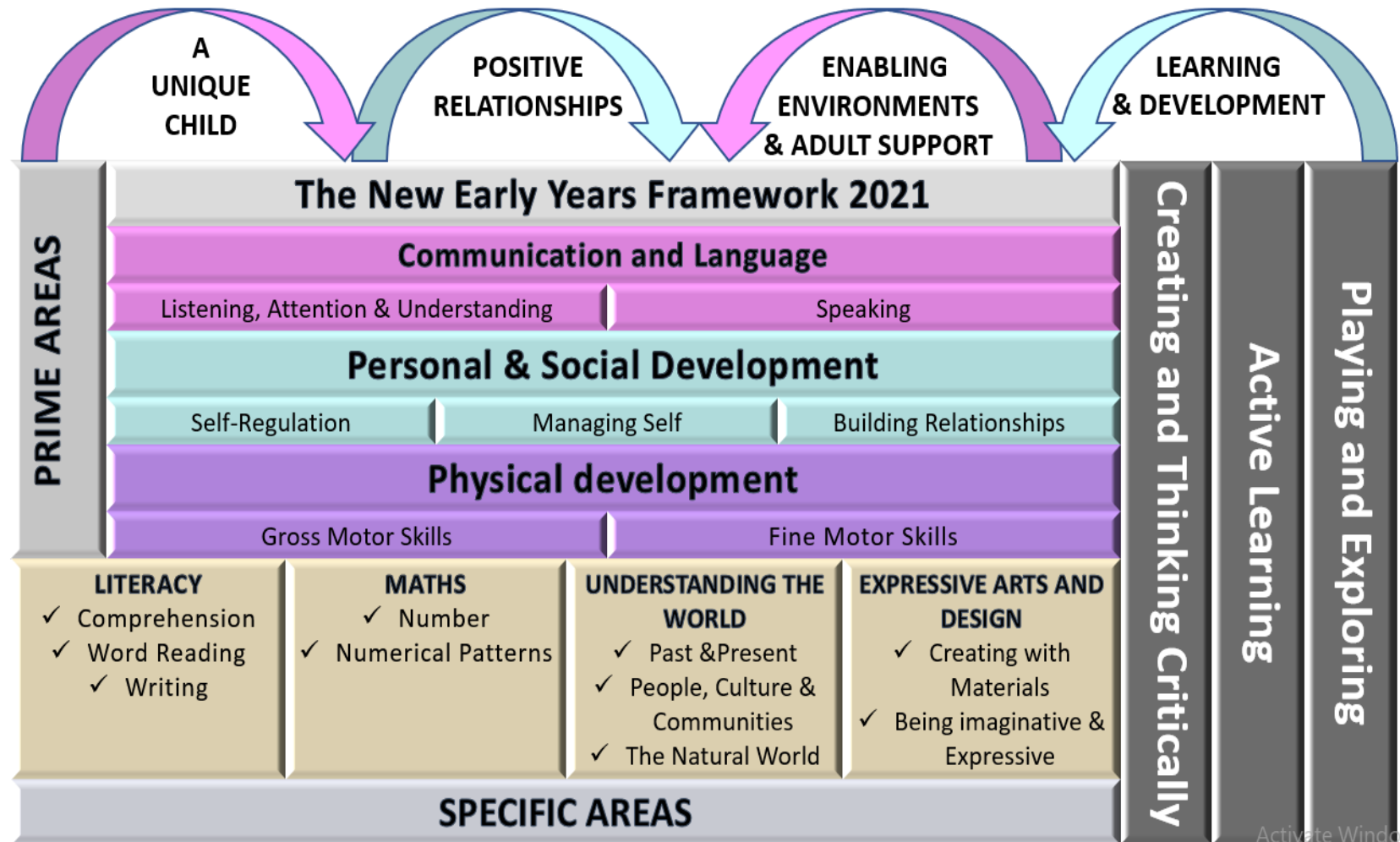
- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.



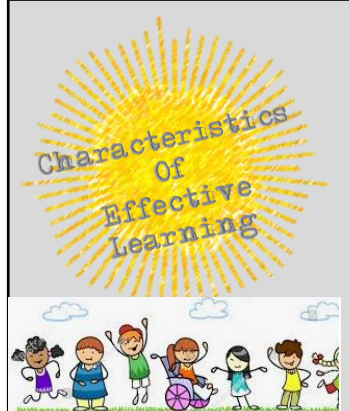
# RECEPTION LONG TERM PLAN

Play, both indoors and outdoors, is rich and we aim to ignite curiosity, awe and wonder of the world to develop the whole child. We provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure, inclusion and a real love of learning for every child to feel success and happiness.

Our intent is to give each unique child a high-quality early education with high quality care. This is delivered within a safe and nurturing environment which makes a powerful contribution to children's wellbeing, development and learning.



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	ONCE UPON A TIME...	LET'S CELEBRATE	AROUND THE WORLD	AMAZING ANIMALS	OUT OF THIS WORLD	THE GREAT OUTDOORS 



### Characteristics of Effective Learning

**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

### **The EYFS seeks to provide:**

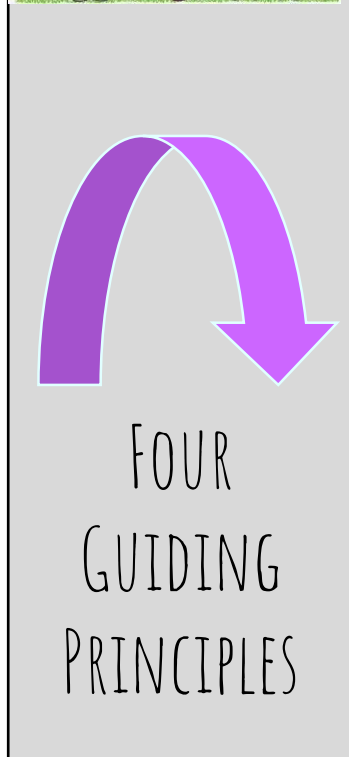
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- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.



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# COMMUNICATION AND LANGUAGE



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**.

Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, assemblies and quality opportunities to develop language.

## DAILY STORY TIME



- Settling in activities
- Follow instructions (settling in, putting my things away)
- Making friends  
Children talking about experiences that are familiar to them
- Develop Vocabulary: Word Aware
- Rhyming & alliteration
- Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

- Develop vocabulary and communication through classroom resources:
- Story spoons, story boxes, listening area, puppets, role play, songs, rhymes and story sacks.
- Retelling stories
- Story language
- Listening & responding to stories
- Following instructions
- Takes part in discussion
- Understand how to listen carefully & why listening is important.
- Use new vocabulary through the day
- Choose books that will develop their vocabulary

- Develop vocabulary: Word Aware
- Weekly interventions
- Using language well
- Asks how & why questions...
- Retell a story with story language
- Remember key points from a story
- Ask questions to find out more & to check they understand what has been said to them.
- Describe events in some detail
- Listen to & talk about stories to build familiarity and understanding
- Learn rhymes, poems & songs



- Develop vocabulary: Word Aware
- Weekly interventions
- Learn & recite poems & songs: Poetry Basket
- Understand how to listen carefully & why listening is important
- Listen to, engage in & talk about selected non-fiction
- Articulate thoughts & ideas into well formed sentences
- Ask questions to find out more
- Describe events in some detail e.g. class trip



- Develop vocabulary: Word Aware
- Weekly interventions
- Learn & recite poems & songs: Poetry Basket
- Listen to, engage in & talk about selected non-fiction
- Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives



- Develop vocabulary: Word Aware
- Weekly interventions
- Learn & recite poems & songs: Poetry Basket
- Weekend news
- Read aloud books to children that will extend their knowledge of the world and illustrate a current topic
- Select books containing photographs and pictures

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**PERSONAL, SOCIAL AND 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**.

<p><b>MANAGING SELF</b></p> <p><b>SELF REGULATION</b></p> <p><b>MAKING RELATIONSHIPS</b></p>	<ul style="list-style-type: none"> <li>- New beginnings</li> <li>- What makes me special</li> <li>- Who can help me? (self-regulation)</li> <li>- Me and my feelings linked to story 'The Colour Monster' (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques)</li> <li>- Know that some actions and words can hurt others feelings.</li> <li>- Understanding boundaries, safe places</li> <li>- Classroom rules &amp; routines, visual timetable</li> <li>- Oral hygiene: teeth cleaning - Handwashing</li> <li>- Class rules: behavioural expectations in the class/boundaries</li> </ul> <p><b>My Happy Mind</b> Meet your brain Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.</p>	<ul style="list-style-type: none"> <li>- Getting on &amp; falling out</li> <li>- How to deal with anger - Emotions</li> <li>- Self - Confidence</li> <li>- Build constructive and respectful relationships</li> <li>- Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it</li> <li>- Independence: putting own socks and shoes on</li> <li>- Changes to notice between the seasons</li> </ul> <p>- Creation Celebration</p> <p><b>My Happy Mind</b> Celebrate Understanding your unique character strengths and learning to celebrate them. This is a fantastic module for building self-esteem.</p>	<ul style="list-style-type: none"> <li>- Going for goals</li> <li>- Keeping myself safe safe- indoors and outdoors</li> <li>- Listening to my feelings</li> <li>- Keeping safe online</li> <li>- People who help to keep me safe</li> <li>- Motivation &amp; self-awareness</li> <li>- Taking responsibility &amp; persisting</li> <li>- Setting &amp; achieving goals</li> <li>- Changes to notice between the seasons</li> </ul> <p><b>My Happy Mind</b> Appreciate Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to wellbeing and resilience and we're all about making it a habit!</p>	<ul style="list-style-type: none"> <li>- Good to be me</li> <li>- Learning about qualities and differences</li> <li>- Celebrating differences</li> <li>- Identify and moderate their own feelings socially &amp; emotionally</li> <li>- Encourage them to think about their own feelings &amp; those of others by giving explicit examples of how others might feel in particular scenarios</li> <li>- Looking After our Planet</li> <li>- Looking after animals</li> </ul> <p><b>My Happy Mind</b> Relate Understanding why positive relationships matter and how to build them. We're focussed on the building blocks of good relationships and friendships.</p>	<ul style="list-style-type: none"> <li>- Relationships</li> <li>- What makes a good friend?</li> <li>- Healthy me</li> <li>- Random acts of Kindness</li> <li>- Looking after pets</li> <li>- Give children strategies for staying calm in the face of frustration</li> <li>- Talk them through why we take turns, wait politely, tidy up after ourselves and so on</li> </ul> <p>Random acts of Kindness. Looking after pets. Looking After our common home as brothers and sisters-Laudato Si.</p> <p><b>My Happy Mind</b> Engage Understanding how to set meaningful goals that matter and how to keep resilient in times of challenge. This module is all about building self-esteem and resilience too.</p>	<ul style="list-style-type: none"> <li>- Managing changes</li> <li>- How have I developed during the course of the year?</li> <li>- What new skills have I acquired?</li> <li>- Transition into Year One</li> <li>- How do we feel about this?</li> <li>- Moving up to Year One &amp; Year 1 readiness</li> </ul>
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**Early Learning Goals:** 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.

**\* Controlling own feelings and behaviours \* Applying personalised strategies to return to a state of calm \* Being able to curb impulsive behaviours \* Being able to concentrate on a task \* Being able to ignore distractions \* Behaving in ways that are pro-social \* Planning \* Thinking before acting \* Delaying gratification \* Persisting in the face of difficulty.**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	ONCE UPON A TIME...	LET'S CELEBRATE	AROUND THE WORLD	AMAZING ANIMALS	OUT OF THIS WORLD	THE GREAT OUTDOORS

**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, 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 practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

<b>FINE MOTOR</b>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p><b>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</b></p>	<p>-Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills.</p> <p>-Show preference for dominant hand. Draw lines and circles using gross motor movements.</p> <p>Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.</p>	<p>- Threading, cutting, weaving, playdough, fine motor activities</p> <p>- Develop muscle tone to put pencil pressure on paper</p> <p>- Draw lines &amp; circles using gross motor movements : Move to Mark</p> <p>- Use tools to effect changes to materials</p> <p>- Show preference for dominant hand</p> <p>- Engage children in structured activities: guide them in what to draw, write or copy</p> <p>- Teach and model correct letter formation.</p>	<p>- Threading, cutting, weaving, playdough, fine motor activities</p> <p>- Draw lines &amp; circles using gross motor movements : Move to Mark</p> <p>- Begin to form letters correctly - Handle tools, objects, construction &amp; malleable materials with increasing control</p> <p>- Encourage children to draw freely.</p> <p>- Holding small items / button clothing</p> <p>- Cutting with Scissors</p>	<p>- Threading, cutting, weaving, playdough, fine motor activities</p> <p>- Draw lines &amp; circles using gross motor movements : Move to Mark</p> <p>- Hold pencil effectively with comfortable grip</p> <p>- Forms recognisable letters most correctly formed</p>	<p>- Threading, cutting, weaving, playdough, fine motor activities</p> <p>- Draw lines &amp; circles using gross motor movements : Move to Mark</p> <p>- Develop pencil grip &amp; letter formation continually</p> <p>- Use one hand consistently for fine motor tasks</p> <p>- Cut along a straight line with scissors</p> <p>- Start to cut along a curved line, like a circle</p>	<p>- Threading, cutting, weaving, playdough, fine motor activities</p> <p>- Draw lines &amp; circles using gross motor movements : Move to Mark</p> <p>- Form letters correctly</p> <p>- Cut a shape out using scissors</p> <p>- Begin to draw diagonal lines, like in a triangle</p> <p>- Start to colour inside the lines of a picture</p> <p>- Start to draw pictures that are recognisable</p> <p>- Build things with smaller linking blocks, such as Duplo or Lego</p>


<b>GROSS MOTOR</b>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>- Cooperation games i.e. parachute games</p> <p>- Climbing – outdoor equipment</p> <p>- Different ways of moving to be explored with children</p> <p>- Changing for PE</p> <p>- Help individual children to develop good personal hygiene</p> <p>- Provide regular reminders about thorough handwashing &amp; toileting.</p> <p>- Acknowledge &amp; praise their efforts.</p>	<p>- Ball skills- throwing &amp; catching.</p> <p>- Crates play- climbing</p> <p>- Skipping ropes in outside area</p> <p>- Dance related activities</p> <p>- Provide a range of wheeled resources for children to balance, sit or ride on, or pull &amp; push</p> <p>- Two-wheeled balance bikes &amp; pedal bikes without stabilisers, wheelbarrows, prams &amp; carts are all good options</p>	<p>- Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking</p> <p>- Ensure that spaces are accessible to children with varying confidence levels, skills &amp; needs</p> <p>- Provide a wide range of activities to support a broad range of abilities</p> <p>- Dance / moving to music gymnastics / balance</p>	<p>- Balance- children moving with confidence</p> <p>- Dance related activities</p> <p>- Provide opportunities for children to, spin, rock, tilt, fall, slide &amp; bounce</p> <p>- Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle</p>	<p>- Obstacle activities children moving over, under, through &amp; around equipment</p> <p>- Encourage children to be highly active &amp; get out of breath several times every day</p> <p>- Provide opportunities for children to, spin, rock, tilt, fall, slide &amp; bounce.</p> <p>- Dance / moving to music</p>	<p>- Races / team games involving gross motor movements</p> <p>- Dance related activities</p> <p>- Allow less competent and confident children to spend time initially observing &amp; listening, without feeling pressured to join in.</p> <p>- Gymnastics / Balance</p>


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TOPICS	ONCE UPON A TIME...	LET'S CELEBRATE	AROUND THE WORLD	AMAZING ANIMALS	OUT OF THIS WORLD	THE GREAT OUTDOORS
LITERACY	<p>It is crucial for children to develop <b>a life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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 <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
COMPREHENSION - DEVELOPING A PASSION FOR READING	<ul style="list-style-type: none"> <li>- Joining in with rhymes &amp; showing an interest in stories with repeated refrains</li> <li>- Environment print</li> <li>- Having a favourite story/rhyme.</li> <li>- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</li> <li>- Sequencing familiar stories through the use of pictures to tell the story</li> <li>- Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Retell stories related to events through acting/role play</li> <li>- Christmas letters/lists</li> <li>- Retelling stories using images / apps</li> <li>- Story Maps</li> <li>- Editing of story maps &amp; orally retelling new stories.</li> <li>- Non-Fiction focus</li> <li>- Sequence story – use vocabulary of beginning, middle and end</li> <li>- Blend sounds into words, so that they can read short words made up of known letter–sound correspondences</li> <li>- Enjoys an increasing range of books</li> <li>- Stories from other cultures &amp; traditions</li> <li>- Retell a story with actions &amp; / or picture prompts as part of a group</li> </ul>	<ul style="list-style-type: none"> <li>- Making up stories with themselves as the main character</li> <li>- Encourage children to record stories through picture drawing/mark making</li> <li>- Read simple phrases &amp; sentences made up of words with known letter–sound correspondences &amp;, where necessary, a few exception words</li> <li>- Read a few common exception words</li> <li>- - Make the books available for children to share at school and at home</li> <li>- Avoid asking children to read books at home they cannot yet read</li> </ul>	<ul style="list-style-type: none"> <li>- Re-read books to build up their confidence in word reading, their fluency and their understanding &amp; enjoyment</li> <li>- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</li> <li>- They develop their own narratives &amp; explanations by connecting ideas or events</li> </ul>	<ul style="list-style-type: none"> <li>- Use story language when acting out a narrative</li> <li>- Rhyming words.</li> <li>- Parents reading stories</li> <li>- Can explain the main events of a story</li> <li>- Can draw pictures of characters/ event / setting in a story</li> <li>- May include labels, sentences or captions</li> <li>- Role play area – book characters</li> <li>- Family Fact book</li> <li>- Beginning to understand that a non-fiction is a non-story- it gives information instead - Fiction means story</li> <li>- Can point to front cover, back cover, spine, blurb, illustration, illustrator, author &amp; title</li> <li>- Sort books into categories.</li> </ul>	<ul style="list-style-type: none"> <li>- Can draw pictures of characters/ event / setting in a story</li> <li>- Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions &amp; reactions</li> <li>- Make predictions</li> <li>- Information leaflets / factfiles about farm animals</li> <li>- Label aerial view of the farm, parts of a tractor</li> <li>- List farm animals and their young</li> </ul>
WORD READING	<p>Read individual letters by saying the sounds for them</p>	<p>Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> </ul>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <ul style="list-style-type: none"> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<ul style="list-style-type: none"> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <ul style="list-style-type: none"> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	ONCE UPON A TIME...	LET'S CELEBRATE	AROUND THE WORLD	AMAZING ANIMALS	OUT OF THIS WORLD	THE GREAT OUTDOORS
WRITING	<p>Use dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Lists, initial sounds and simple CVC words/captions. Silly soup, name writing.</p> <p>Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images.</p> <p>Writing Names and Labels.</p> <p>Writing messages. Practising correct letter formation.</p>	<p>Name writing, CVC words &amp; captions, story scribing. Acting out stories in role play areas, dinosaur fact books. Children supported with using sound mats, tool kits for writing. Sequence the story.</p> <p>Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation.</p> <p>Writing in cards, labels, shape paper in the areas of provision.</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a storyboard / story map.</p> <p>Caption writing and writing opportunities in all areas of the classroom-shape paper, notepads, post-its, writing tool belts and many more resources to promote a love of writing.</p> <p>Label maps</p> <p>Simple sea poems</p> <p>Sea fact books</p>	<p>Speech bubbles Writing short sentences on story maps / plans. Labels and captions – character and settings descriptions</p> <p>More independent writing in provision - recipes, lists, writing for a purpose in role play using phonetically plausible words.</p> <p>Retell favourite stories as mini authors.</p> <p>Use 'Flotsam' to create mini books on camera reels.</p> <p>Letters to David Attenborough</p> <p>Instructions – how to look after an animal</p> <p>Animal fact books</p>	<p>Story writing, sentences using a range of words that are spelt phonetically. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts as a model for writing own stories</p> <p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p> <p>Dinosaur facts</p> <p>Planet facts</p> <p>Alien descriptions</p> <p>Message in a bottle</p> <p>Claire Freedman inspired writing</p>	<p>Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Letters to local garden centres and nurseries</p> <p>Seed diaries.</p> <p>Butterfly life cycles and writing.</p>
<p>TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS</p> <p>We provide a variety of exciting templates all over the classroom.</p> <p>Writing frames and templates are outdoors in the areas of learning to encourage writing for a purpose.</p> 						

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	ONCE UPON A TIME...	LET'S CELEBRATE	AROUND THE WORLD	AMAZING ANIMALS	OUT OF THIS WORLD	THE GREAT OUTDOORS
MATHS	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>We use NCTEM resources and children experience a rich variety of outdoor maths lessons.</i></p> <p><i>We use Numberblocks to support teaching and learning.</i></p>	<p><b>Early Mathematical Experiences</b></p> <ul style="list-style-type: none"> <li>- Counting rhymes &amp; songs</li> <li>- Classifying objects based on one attribute -</li> <li>- Matching equal &amp; unequal sets</li> <li>- Comparing objects &amp; sets.</li> <li>- Subitising.</li> <li>- Ordering objects &amp; sets / introduce manipulatives</li> <li>- Number recognition</li> <li>- 2D Shapes.</li> </ul> <p><b>Pattern and early number</b></p> <ul style="list-style-type: none"> <li>- Recognise, describe, copy &amp; extend colour and size patterns</li> <li>- Count &amp; represent the numbers 1 to 3</li> <li>- Estimate &amp; check by counting</li> <li>- Recognise numbers in the environment.</li> <li>- A number a week.</li> </ul>	<p><b>Numbers within 6</b></p> <ul style="list-style-type: none"> <li>- Count up to six objects</li> <li>- One more or one fewer</li> <li>- Order numbers 1 – 6</li> <li>- Conservation of numbers within six</li> </ul> <p><b>Addition and subtraction within 6</b></p> <ul style="list-style-type: none"> <li>- Explore zero</li> <li>- Explore addition &amp; subtraction</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>- Estimate, order compare, discuss &amp; explore capacity, weight &amp; lengths</li> </ul> <p><b>Shape and sorting</b></p> <ul style="list-style-type: none"> <li>- Describe, &amp; sort 2-D &amp; 3-D shapes</li> <li>- Describe position accurately</li> </ul> <p><b>Calendar and time</b></p> <ul style="list-style-type: none"> <li>- Days of the week, seasons</li> <li>- Sequence daily events</li> </ul>	<p><b>Numbers within 10</b></p> <ul style="list-style-type: none"> <li>- Count up to ten objects</li> <li>- Represent, order &amp; explore numbers to ten</li> <li>- One more or fewer, one greater or less</li> </ul> <p><b>Addition and subtraction within 10</b></p> <ul style="list-style-type: none"> <li>- Explore addition as counting on &amp; subtraction as taking away</li> </ul> <p><b>Numbers within 15</b></p> <ul style="list-style-type: none"> <li>- Count up to 15 objects &amp; recognise different representations</li> <li>- Order &amp; explore numbers to 15</li> <li>- One more or fewer</li> </ul>	<p><b>Grouping and sharing</b></p> <ul style="list-style-type: none"> <li>- Counting &amp; sharing in equal groups</li> <li>- Grouping into fives &amp; tens</li> <li>- Relationship between grouping &amp; sharing</li> </ul> <p><b>Numbers within 20</b></p> <ul style="list-style-type: none"> <li>- Count up to 10 objects</li> <li>- Represent, order &amp; explore numbers to 15</li> <li>- One more or fewer</li> </ul> <p><b>Doubling and halving</b></p> <ul style="list-style-type: none"> <li>- Doubling &amp; halving, &amp; the relationship between them</li> </ul>	<p><b>Shape and pattern</b></p> <ul style="list-style-type: none"> <li>- Describe &amp; sort 2-D and 3-D shapes</li> <li>- Recognise, complete &amp; create patterns</li> </ul> <p><b>Addition and subtraction within 20</b></p> <ul style="list-style-type: none"> <li>- Commutativity</li> <li>- Explore addition &amp; subtraction</li> <li>- Compare two amounts</li> <li>- Relationship between doubling &amp; halving</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>- Coin recognition &amp; values</li> <li>- Combinations to total 20p</li> <li>- Change from 10p</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>- Describe capacities</li> <li>- Compare volumes</li> <li>- Compare weights</li> <li>- Estimate, compare and order lengths</li> </ul>	<p><b>Depth of numbers within 20</b></p> <ul style="list-style-type: none"> <li>- Explore numbers &amp; strategies</li> <li>- Recognise &amp; extend patterns</li> <li>- Apply number, shape &amp; measures knowledge</li> <li>- Count forwards &amp; backwards</li> </ul> <p><b>Numbers beyond 20</b></p> <ul style="list-style-type: none"> <li>- One more one less</li> <li>- Estimate &amp; count</li> <li>- Grouping &amp; sharing</li> </ul>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	ONCE UPON A TIME...	LET'S CELEBRATE	AROUND THE WORLD	AMAZING ANIMALS	OUT OF THIS WORLD	THE GREAT OUTDOORS
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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.</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>Change in living things: changes in the leaves, weather, seasons</p> <p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Look out for children drawing/painting or constructing their homes.</p> <p>Talk about different occupations and have virtual visits from people who help us</p> <p>Talk about things they have done in the past.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Can children make comments on the weather, culture, clothing, housing, make a digital art picture</p> <p>Scientific enquiry: Senses</p>	<p>- Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Change in living things: changes in the leaves, weather, seasons</p> <p>- Guy Fawkes: compare &amp; contrast character</p> <p>- Can talk about what they have done with their families during Christmas' in the past</p> <p>Talk about things they have done in the past..</p> <p>-Show photos of how Christmas used to be celebrated in the past.</p> <p>-Use coding on simple maps. Encourage the children to use navigational language.</p> <p>-Celebrate and learn about Divali, Bonfire Night, Christmas.</p> <p>Can children make comments on the weather, culture, clothing, housing.</p> <p>-Learn about Winter</p> <p>Scientific enquiry: Materials</p> 	<p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Clean Up! Stimulus.</p> <p>Introduce children to key figures who have helped raise awareness of looking after our world and the jobs they do.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Listening to stories and placing events in chronological order.</p> <p>Change in living things: changes in the leaves, weather, seasons</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>Can children make comments on the weather, culture, clothing, housing.</p> <p>Use books from other countries to explore different places and contrast to our own home.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Octonauts adventures to different places of interest and key vocabulary.</p> <p>Scientific enquiry: Freezing and Melting</p>	<p>Change in living things – Changes in the leaves, weather, seasons. Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Can children differentiate between land and water on Google Maps. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm.</p> <p>Nocturnal Animals Making sense of different environments and habitats Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.</p> <p>Learn about hot and cold places around the world.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p> <p>Scientific enquiry: Floating and Sinking</p>	<ul style="list-style-type: none"> <li>o Long ago – How time has changed, how was our world different? Where did the dinosaurs live?</li> <li>o Change in living things: changes in the leaves, weather, seasons</li> <li>o Can children differentiate between land and water on Google Maps.</li> <li>o Use the BeeBots</li> <li>o Purple Mash to make a digital art picture</li> <li>o Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>o Scientific enquiry: Forces</li> </ul>	<ul style="list-style-type: none"> <li>o Share non-fiction texts that offer an insight into contrasting environments.</li> <li>o Change in living things: changes in the leaves, weather, seasons</li> <li>o Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>o Letters and visit to local garden centres and nurseries</li> <li>o Building a 'Bug Hotel'</li> <li>o Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</li> <li>o Scientific enquiry: Lifecycle of a caterpillar Growing a plant</li> </ul>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME...	LET'S CELEBRATE	AROUND THE WORLD	AMAZING ANIMALS	OUT OF THIS WORLD	THE GREAT OUTDOORS
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Paint self-portraits</p> <p>Make story spoons for favourite character</p> <p>Take part in cooking and baking activities</p> <p>Use wooden blocks/stickle bricks/keys/ 2d shapes to create homes</p> <p>Use a variety of materials and textures to create the houses and characters of 'The Three Little Pigs'</p> <p>Make a bridge for the goats using a variety of materials and learning how to join</p> <p>MUSIC: Exploring Sound</p>	<p>Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems,</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations</p> <p>Role Play of The Nativity</p> <p>Transient art to make Rangoli patterns</p> <p>Singing songs and learning some familiar songs – Christmas songs.</p> <p>Performing the Nativity.</p> <p>Role-play – home corner (enhanced with Christmas)</p> <p>MUSIC: Celebration Music</p>	<p>Produce a colour wheel, discuss primary and secondary colours, also focus on hot and cold colours.</p> <p>Making Chinese dragon, Chinese writing, puppet making, Chinese music and composition</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Sea collage pictures</p> <p>Transient shell art</p> <p>Colour mixing – underwater pictures.</p> <p>Sand pictures / Rainbow fish collages</p> <p>Link with Laudato Si, caring for our common home</p> <p>Role play area – Chinese restaurant / Pirate ship</p> <p>MUSIC: Music and Movement</p>	<p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Under the sea junk modelling</p> <p>Make binoculars, focus on ways of joining materials together</p> <p>Spring pictures. Flower artwork.</p> <p>Explore colour mixing with Elmer and make a moving Elmer</p> <p>Link with Laudato Si, caring for our common home</p> <p>Build farm using large wooden blocks, stickle bricks</p> <p>Farm small world and stories/ role play outdoors.</p> <p>Animal in school from local farmers to discuss looking after animals. Draw animals and paint using a variety of media.</p> <p>MUSIC: Musical Stories</p>	<p>Use wooden blocks/stickle bricks/keys/ 2d shapes to create a dinosaur</p> <p>Design and construct vehicles using boxes and junk modelling – rocket, space rover, ships, jeep.</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>MUSIC: Transport</p>	<p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Leaf rubbings</p> <p>Clay minibeasts</p> <p>Purple Mash to make a digital art picture</p> <p>MUSIC: Big band</p>
<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p> <p><i>DAILY MUSIC APPRAISAL IN CLASS</i></p> 						

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	ONCE UPON A TIME	LET'S CELEBRATE	AROUND THE WORLD	AMAZING ANIMALS	OUT OF THIS WORLD	THE GREAT OUTDOORS
BRITISH VALUES ASSEMBLIES / SHARING CIRCLES	<p><b>Mutual Respect</b></p> <ul style="list-style-type: none"> <li>- We are all unique.</li> <li>- We respect differences between different people and their beliefs in our community, in this country and all around the world.</li> <li>- All cultures are learned, respected, and celebrated.</li> <li>-To know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences</li> </ul>	<p><b>Mutual Tolerance</b></p> <ul style="list-style-type: none"> <li>- Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</li> <li>- Mutual tolerance of those with different faiths and beliefs and for those without faith.</li> </ul>	<p><b>Rule of Law</b></p> <ul style="list-style-type: none"> <li>- We all know that we have rules at school that we must follow.</li> <li>- We know who to talk to if we do not feel safe.</li> <li>- We know right from wrong.</li> <li>- We recognise that we are accountable for our actions.</li> <li>- We must work together as a team when it is necessary.</li> <li>-Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.</li> <li>-Collaborate with children to create the rules and the codes of behaviour e.g. to agree the rules about tidying up</li> </ul>	<p><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>- We all have the right to have our own views.</li> <li>- We are all respected as individuals.</li> <li>- We feel safe to have a go at new activities.</li> <li>- We understand and celebrate the fact that everyone is different.</li> </ul>	<p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>-Demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands/book vote.</li> <li>-Provide activities that involve turn-taking, sharing and collaboration</li> <li>-Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued.</li> <li>- We all have the right to be listened to.</li> <li>- We respect everyone and we value their different ideas and opinions.</li> <li>- We have the opportunity to play with who we want to play with.</li> <li>- We listen with intrigue and value and respect the opinions of others.</li> </ul>	<p><b>Recap all British Values</b></p> <ul style="list-style-type: none"> <li>- Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.</li> <li>- Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</li> </ul>
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> <li>• RBA Baseline data on entry</li> <li>• Bug Club Phonics assessment</li> <li>• EYFS team meetings and local cluster moderations and LCC training</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics assessment</li> <li>• End of term assessments</li> <li>• Hertfordshire reading assessment</li> <li>• Pupil progress meetings</li> <li>• Parents evening info</li> <li>• EYFS team meetings</li> <li>• Cluster meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics assessment</li> <li>• GLD Projections for end of year</li> <li>• EYFS team meetings</li> <li>• Cluster meetings</li> <li>• EYFS network meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics assessment</li> <li>• End of term assessments</li> <li>• Hertfordshire reading assessment</li> <li>• Pupil progress meetings</li> <li>• Parents evening info</li> <li>• EYFS team meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics assessment</li> <li>• Pupil progress meetings</li> <li>• EYFS team meetings</li> <li>• Cluster meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics assessment</li> <li>• Pupil progress meetings</li> <li>• End of year data</li> <li>• Hertfordshire reading assessment</li> <li>• EYFS team meetings</li> </ul>
PARENTAL INVOLVEMENT	<ul style="list-style-type: none"> <li>• Welcome Meeting</li> <li>• Harvest Assembly</li> <li>• Reception Blog (Facebook and school website)</li> <li>• Seesaw</li> <li>• Phonics Workshop</li> <li>• Welcome Mass</li> <li>• Surprise reader</li> <li>• Macmillan coffee morning</li> </ul>	<ul style="list-style-type: none"> <li>• Nativity</li> <li>• Parents Evening</li> <li>• Reception Blog (Facebook and school website)</li> <li>• Seesaw</li> <li>• Mass</li> <li>• Surprise reader</li> </ul>	<ul style="list-style-type: none"> <li>• Maths workshop</li> <li>• Seesaw</li> <li>• Reception Blog (Facebook and school website)</li> <li>• Mass</li> <li>• Surprise reader</li> </ul>	<ul style="list-style-type: none"> <li>• Parents Evening</li> <li>• Reception Blog (Facebook and school website)</li> <li>• Art workshop afternoon</li> <li>• Surprise reader</li> </ul>	<ul style="list-style-type: none"> <li>• Stay and play</li> <li>• Reception Blog (Facebook and school website)</li> <li>• Seesaw</li> <li>• Surprise reader</li> </ul>	<ul style="list-style-type: none"> <li>• Parents Evening</li> <li>• Reception Blog (Facebook and school website)</li> <li>• Mass</li> <li>• Surprise reader</li> </ul>

## EARLY LEARNING GOALS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>- 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</li> </ul>	<p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>- 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</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Show sensitivity to their own and to others' needs</li> </ul>	<p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>- Demonstrate strength, balance and coordination when playing</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> <p><b>ELG: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>- Begin to show accuracy and care when drawing</li> </ul>	<p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>- Anticipate – where appropriate – key events in stories</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul> <p><b>ELG: Word Reading</b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>- Read words consistent with their phonic knowledge by sound-blending</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul> <p><b>ELG: Writing</b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>	<p><b>ELG: Number</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- 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</li> </ul> <p><b>ELG: Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>	<p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>- 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</li> <li>- 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</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>- 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</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	<p><b>ELG: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>- Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories</li> </ul> <p><b>ELG: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>- 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</li> </ul>