



# Devonshire Road Primary School

## EYFS Long Term Curriculum Plan

Be Kind. Be Curious. Be The Best You Can Be.

## EYFS Curriculum Layers

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Main Theme</b>	Starting School All About Me/Families	Celebrations Diwali, Bonfire Night and Christmas	Homes and Habitats	People that Help Us	Growing	Travel and Transport	
<b>Mini Themes</b> These may be changed or adapted for each cohort depending on individual needs and interests.	Starting School and Routines Dinosaurs Feelings and Emotions Harvest Forces Autumn/Winter Remembrance Day		Traditional Toys and Games Minibeasts Celebrations- Chinese New Year, Valentines, Easter Winter/Spring Materials and their Properties Life cycle of a chick		On the Farm Under the Sea Holidays Looking After the Environment Celebrations- Eid Spring/Summer		
Dental hygiene, healthy eating and seasons to be a focus in every term building on previous knowledge and learning.							
<b>Key Texts</b> Not an exhaustive list. Each class will also have a box of books for reading for pleasure for each theme/class author and poet.	About Me/Families	There's only one you We are Family	Homes and Habitats	Building a Home	Growing	Pip and Egg	
	Celebrations	The Best Diwali Ever, Little Glow, Binny's Diwali Jolly Postman Christmas	People That Help Us	Supertato A Superhero like you	Travel and Transport	On the Go!	
	Library Loan boxes will be ordered to go alongside the main themes.						
	Mini Theme/Curriculum	My very first dinosaur book Dear Dinosaurs	Mini Theme/Curriculum	Mad About Minibeasts I Love Chinese New Year The Great Race Lost in the Toy Museum	Mini Theme/Curriculum	Just Ducks! Somebody Crunched Colin The Most Exciting Eid	
	Traditional Tale	Goldilocks and the Three Bears	Traditional Tale	The Three Little Pigs	Traditional Tale	Jack and the Beanstalk	
	Seasons	Awesome Autumn One Snowy Night	Seasons	Seasons come Seasons go- The Tree	Seasons	Hello Summer!	
Poetry/Rhyme/Classic	Nursery rhymes running through	Poetry/Rhyme/Classic	Elmer	Poetry/Rhyme/Classic	We're Going on Bear Hunt		
<b>Class Authors and Poets</b>	David McKee and Sue Hendra Nursery Rhymes – range of British rhymes covered through the year as well as rhymes from other parts of the world.						

<p><b>Key Vocabulary</b></p>	<p>NELI Whole Class – runs throughout Spring and Summer. Vocabulary lists below. Advanced vocabulary for NELI is stored in the NELI booklet if applicable for the cohort.</p>		
	<p>Throughout Autumn, vocabulary is taught through nursery rhymes. The following nursery rhymes are taught (not restricted to):  Hickory Dickory Dock  Wind the Bobbin Up  Jack and Jill  Pat a Cake  Little Teapot  Hey Diddle Diddle  Alice the Camel  Dingle Dangle Scarecrow  Row the Boat  Five Little Men in a Flying Saucer  I had a Little Turtle</p>	<p>wrist, ankle, shake, fingers, thumbs, throw, catch, toe, feet, fast, slow, body, head, big, small, wash, dry, dirty, clean, teeth, tongue, bite, lick, scratch, stroke, rough, smooth, clothes, buy, make, boots, jacket, hang, wear, helmet, uniform, belt, match, sleeve, collar, long, short, cardigan, pocket, button, zip, pyjamas, dressing gown, slippers, sleep, van, envelope, stamp, old, new, thick, thin, postman, post woman, postal worker, firefighter, police officer, help, fire engine, ambulance, police car, siren, doctor, vet, healthy, ill, dentist, optician, glasses, check, pet, loud, quiet, her, his, family, friend, mine, yours</p>	<p>Eat, feed, young, drink, lamb, calf, chicks, foal, spring, summer, autumn, winter, seed, sow, grow, stem, leaf, leaves, enough, how many, petal, carrots, potatoes, onions, peas, sweetcorn, pumpkin, measure, heavy, light, weight, root, plant, dig, trunk, vegetables, fruits, apple, cherry, orange, traffic lights, safe, dangerous, drive, how much, ticket, sell, pay, wait, early, late, arrive, front, back, through, opposite, aeroplane, airport, fly, holiday, carry, suitcase, rucksack, luggage, ferry, soon, now, passenger, water, land, sky, collect, narrow, wide, deliver, morning, afternoon, evening, night, dark, light, breakfast, lunch, dinner, playtime, bedtime, clock, wristwatch, alarm clock, stopwatch, strap, hour, minute, hand, day, week, month, weekend, remember, celebrate, forget, guess, today, yesterday, take longer, less time, tomorrow, always, never, once, sometimes</p>
<p><b>Trips, Visitors and Experiences</b>  Including but not limited to</p>	<p>Visits from key people within school community:  Mrs Hodge, Head Teacher, Site Manager  Visit from Bolton Dentist Team  Parents and Carers- Diwali Talks  National Poetry Week  Remembrance Day  Anti-bullying Week  Bonfire Night- safety and enjoyment  Christmas performance  Father Christmas visit</p>	<p>Community Police Team visit  Church visitor- Easter  National Story Telling Week  Chinese New Year Stay and Play  Bird Watch Week  Observing living eggs  World Book Day  Mother's Day  Enterprise Event  Local Area Walk</p>	<p>Observing caterpillars and butterflies growing  Class family picnic  Pond visit  Father's Day</p>
<p><b>Parental Engagement</b></p>	<p>Stay and Play- Bonfire Night and Diwali  Parents and Carers Evening  Book Look and visit  EYFS Winter Performance</p>	<p>Writing Workshop  Curious Critters Stay and Play  Observing Living Eggs – parents and carers invited in once they have hatched  Book Look and visit</p>	<p>Maths Workshop  Book Look and visit  End of Year Picnic</p>

Tapestry updated regularly with learning, WOW moments and to inform of key messages.			
<p><b>Computing</b> Although Technology has been removed from the EYFS statutory curriculum, we continue to teach children how to use technology and the vocabulary they will need to ensure they are ready to start the Y1 Computing National Curriculum</p>	<p><b>Discovery Time-</b> The children have technology available for them throughout the day for focussed and self-chosen learning. This changes throughout the year. A range of technology will be explored continuously throughout the year for the children to access, both independently and with an adult:</p> <ul style="list-style-type: none"> <li>• Tablets</li> <li>• Remote controlled toys and battery operated toys</li> <li>• BeeBot</li> <li>• Interactive whiteboard</li> <li>• Sound buttons</li> <li>• Within the home corner, the children will be introduced to older and more modern technology that can be found at home. Examples may be laptops, tablets, type writers, phones, CD player, iPods, remote controls, radio etc.</li> </ul> <p><b>Vocabulary-</b> The vocabulary has been specifically chosen so that it is progressive and ensures all children are ready to start Computing lessons in Y1. On, off, switch, screen, home, button, backwards, forwards, instruction, sound, moving, buttons, collect, computer, laptop, count, keyboard, keys, mouse, phone, camera, remote, photographs, create, internet, information, safe, online and share. Feeling vocabulary will also be taught alongside this vocabulary.</p>		
<b>What is taught in EYFS to prepare the children for Y1?</b>			
<b>Digital Citizenship</b>	<b>Digital Literacy</b>	<b>Computer Science</b>	<b>Digital Technology</b>
<ul style="list-style-type: none"> <li>• Naming and recognising feelings.</li> <li>• Describing what 'unkind' looks like.</li> <li>• Identifying ways of keeping healthy when using a screen.</li> <li>• What information not to share with people online.</li> </ul>	<ul style="list-style-type: none"> <li>• Taking photographs on an iPad.</li> <li>• Finding keys on a keyboard.</li> <li>• Moving left and right using a mouse.</li> </ul>	<ul style="list-style-type: none"> <li>• What devices can be controlled e.g. light switches</li> <li>• How to click and press buttons to make something happen.</li> </ul>	<ul style="list-style-type: none"> <li>• Naming some parts of devices (see vocabulary).</li> <li>• That technology can be turned on and off.</li> </ul>

## Semantic Knowledge

What we want our children to know and understand.

### All About Me/Families

- Families are all different.
- We are all unique, but other people can have similarities to me.
- It is good to be different and we must always show kindness and respect towards everyone.
- The different members of their family and their own likes and dislikes.

### Celebrations: Diwali, Bonfire Night and Christmas

- Different people celebrate different things and have different traditions.
- Bonfire Night is on the 5th November. People celebrate with bonfires and fireworks.
- Diwali is the Hindu festival of light.
- Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. Not everyone celebrates Christmas.

### Seasonal Change

#### Autumn – Winter

- The seasons are autumn, winter, spring and summer.
- In autumn some leaves change colour and start to fall off trees.
- Not much grows in winter. It is cold and can sometimes be snowy and icy.

### Homes and Habitats

- That there are different types of houses and they have changed over time.
- Different types of animals live in different habitats based on their needs e.g. A shark will live in the sea/ocean.
- That a woodland habitat is different to a polar habitat and why.

### People that Help Us

- Some of the services that help people are the NHS, police, fire service and teachers.
- Some of the services that help animals are vets and charities such as the RSPCA.
- Can explain the role of these services through role play and talk.
- That anyone can work for these services regardless of their gender or race and anyone can get help from these services.
- That a hero is not just a superhero and there are heroes all around us.

### Seasonal Change

#### Winter-Spring

- In spring it starts to get warmer and things start to grow again.
- Lots of animals have babies during spring.
- In spring, there is quite a lot of rain.

### Growing and Life Cycles

- The life cycle of a butterfly and chick.
- That humans grow from a baby to an adult and the steps in between.
- Humans and animals need food, water, oxygen and shelter to survive. It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene.
- Baby animals are sometimes known by different names to the adult. Some baby animals do not look like the adult


### Travel and Transport

- There are different modes of transport for land, air and sea (children can name and sort modes of transport)
- Modes of transport has changed over time.
- That people go on holiday using different types of transport
- Children will be able to talk about how some modes or transport are healthier for us and the environment more than others.
- How to cross a road safely

### Seasonal Change

#### Spring-Summer

- In summer, the weather usually gets warmer and some days are very hot.
- People wear sun cream to protect them when it is hot.
- Lots of trees and plants produce fruit during the summer.


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Main Theme	All About Me/Families	Celebrations Diwali, Bonfire Night and Christmas	Homes and Habitats	People that Help Us	Growing and Life Cycles	Travel and Transport
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.					
At Devonshire Road, children will ...  Daily story time Adults engage in lots of quality talk time with the children developing their language skills and vocabulary throughout. Meaningful conversations regularly take place with high impact.	Enjoy listening to stories and can remember what has happened.  Engage with a wide range of vocabulary.  Be exposed to 2 part questions.  Answer why questions.  Sing nursery rhymes and songs daily and talk about them.  Have opportunities to express their point of view or decisions.  Talk about who is in their family and who lives in their house.	Language Screen Assessments take place this half term ready to start NELI whole class and intervention.  Have the opportunity to perform songs on the stage for the Winter performance.  Have daily stories that are longer. Children can remember much of what has happened.  Develop their pronunciation and confidence with talking to their peers and adults.	NELI Whole Class begins for all children. NELI intervention for selected children based on Language Screen results.  Use new vocabulary regularly from lessons and NELI classes within their play and conversations.  Be able to ask questions about what they have seen or heard.  Develop social phrases and use them as part of their everyday routines e.g. The Hello project.  Learn rhymes off by heart.	NELI Part 1 Continues  Be able to ask questions to clarify their understanding of what they have seen or heard e.g. hatching of eggs.  Use a range of connectives when speaking.  Choose books that they have read multiple times that they enjoy. They can retell the story and engage in role play.  Talk about people who may help us and what they may do. Showing interest by asking questions.	NELI Part 2 begins  Describe events in detail e.g. hatching of eggs, assemblies in school, visitors.  Developing their problem solving language during play. Teaching staff to encourage (so that, because, I think it's, you could, it might be)  Learn to and talk about stories to build familiarity and understanding. E.g. linking events to own experiences, identifying the characters, the plot, conversations between characters.	NELI Part 2 Continues Language Screen assessments take place.  Retell traditional tales that they have read and familiar class books by class authors.  Identifying rhymes and rhyming patterns in talk and in books. Children may use instruments to show these patterns.  Can talk about poems that they have heard and read.  Use a variety of vocabulary in different contexts.

<p><b>Joint Attention</b> sessions to take place daily for children that are not yet ready to engage with group carpet time.</p> <p>Have daily talk time whilst eating their snack and listening to a story.</p> <p>Sit on the carpet for learning time or engage in Joint Attention sessions.</p>	<p>Listen to their peers talk about their family showing an interest (good eye contact and active listening).</p>	<p>Use talk to organise their play including using the outdoor stage.</p> <p>Understand what listening means and what a good listener looks like. (Ted's rules)</p> <p>Talk about celebrations that they take part in and what they don't take part in.</p> <p>Listen to visitors talk about celebrations that they take part in.</p>	<p>Talk about their home and what it looks like (using nouns and adjectives).</p> <p>Discuss where animals may live giving some reasons why they may live there.</p>		<p>Use different voices to narrate characters.</p> <p>Engage in non-fiction books about life cycles. Children understand how non-fiction books work differently.</p>	<p>Listen to and use non-fiction books to develop new knowledge and vocabulary.</p>
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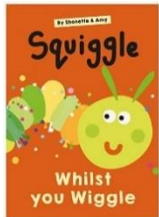
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	All About Me/Families	Celebrations Diwali, Bonfire Night and Christmas	Homes and Habitats	People that Help Us	Growing and Life Cycles	Travel and Transport
Personal, Social and Emotional Development	Children's personal, social and emotional 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 9 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.					
At Devonshire Road, children will ...	<p>Transition into school successfully, separating from their parents and carers at the gate.</p> <p>Talk about the routines in their class and who is in their class. (Showing a membership of their community).</p> <p>Play with one or more other children within play. This will be modelled regularly by staff members.</p> <p>Talk about themselves/family and how they are feeling. Beginning to talk about how others may be feeling.</p> <p>Have opportunities for turn taking and sharing</p>	<p>Talk about celebrations and be able to share what they do and don't celebrate.</p> <p>Respectful of differences.</p> <p>Make friends and know what to do if they fall out.</p> <p>Know that actions have consequences.</p> <p>Talk about what makes a good friend.</p> <p>Name feelings and emotions at different times of the day.</p> <p>Start to show resilience during adult led activities and Discovery Time.</p>	<p>Turn take with peers during Discovery Time to play more complex games.</p> <p>Show sensitivity to own and others ideas and needs during play and adult led activities.</p> <p>Develop play ideas without the need for adult guidance within the provision.</p> <p>Understand the importance of following instructions.</p> <p>Discuss healthy and unhealthy choices around the snack table and talk time.</p> <p>Know what makes a good listener and have patience when waiting</p>	<p>Recognise their own feelings and make choices based on these.</p> <p>Start to show a I can't do it yet attitude but will try again during provision.</p> <p>Can play with peers showing care.</p> <p>Able to accept the needs of others during co-operative play.</p> <p>Understand when they need help and who to ask or what to do.</p> <p>Start to solve some problems independently.</p> <p>Manage their own basic hygiene throughout the day. Talk about what</p>	<p>Can take turns in multiple situations.</p> <p>Start to help to find solutions.</p> <p>Interacting with other children regularly and seeking out some of their friends to play with.</p> <p>Follow instructions (2 key word level).</p> <p>Follow classroom rules within the classroom and around school.</p> <p>Talk about the rules and why we have the rules.</p> <p>Form positive relationships and maintain these.</p>	<p>Recognise the feelings of characters in a story.</p> <p>Takes turns when completing a group task without support.</p> <p>Complete a task and understand instructions at the same time.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Consider the perspective of others.</p> <p>Talk about sensible amounts of screen time.</p> <p>Know the importance of sleep.</p>



	<p>within all areas of provision.</p> <p>Be supported and encouraged to move around the areas within the classroom.</p> <p>Stop their play when it is ready for tidy up time.</p> <p>Brush their teeth daily during 'Tooth brushing' Time in school. Collect their lunch and make choices about what they would like to eat. Use the toilets and sinks in the classroom when needed.</p> <p>Put on their coat and take it off. Begin to put on and take off their wellingtons/overalls during outside play.</p>	<p>Name special people to them and what makes them special.</p> <p>Zip up their coat and unzip. Independently put on and take off wellingtons and overalls during outside play.</p>	<p>for their turn (NELI focus)</p>	<p>good hygiene is and looks like.</p>	<p>Talk about what makes a safe pedestrian.</p>	
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Main Theme	All About Me/Families	Celebrations Diwali, Bonfire Night and Christmas	Homes and Habitats	People that Help Us	Growing and Life Cycles	Travel and Transport
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.					
At Devonshire Road, children will ...  Have two hours of PE in the hall per week to develop gross motor skills.	Autumn 1 – Core strength and balance  Dance – Dinosaurs, Nursery Rhymes, Fairy Tales	Autumn 2- Locomotion, travelling and agility	Spring 1- Coordination and dynamic balance  Gymnastics Part 1	Spring 2- Agility, object control, core strength and balance  Gymnastics Part 2	Summer 1- Object control  Dance – Healthy Me and Weather	Summer 2 – Locomotion and object control  Dance – Under the Sea and Animals
	<p>Move between inside and outside during Discovery Time safely.</p> <p>Use a range of equipment inside and outside to create something. Including but not excluded to:</p> <ul style="list-style-type: none"> <li>• Easi grip scissors</li> <li>• Glue stick</li> <li>• PVA glue and spreaders</li> <li>• Stickers</li> <li>• Paint brushes</li> <li>• Masking tape</li> <li>• Mixing equipment e.g. scoops, bowls, spoons</li> </ul> <p>Use large muscle movements daily through Squiggle Whilst you Wiggle and opportunities within Discovery Time.</p> <p>Take part in listening and attention games – following instructions for safe moving.</p>		<p>Use a range of equipment inside and outside to create something. Including but not excluded to:</p> <ul style="list-style-type: none"> <li>• Previous equipment</li> <li>• Cellotape – peeling and cutting</li> <li>• Mini staplers</li> <li>• Stamping and printing equipment</li> <li>• Rollers and pattern makers</li> <li>• Stencils</li> </ul> <p>Show increased independence with putting coats on and zips.</p> <p>Use a comfortable grip for mark making showing good control.</p> <p>Carry objects and move objects on different levels.</p> <p>Have a range of open ended materials that they can lift, carry, push, pull, construct, stack and climb.</p>		<p>Use a range of equipment inside and outside to create something. Including but not excluded to:</p> <ul style="list-style-type: none"> <li>• Previous equipment</li> <li>• Glue gun (supervised only) – risk assessment</li> <li>• Hack saws (supervised only)- risk assessment</li> <li>• Threading with thick plastic needle and thread</li> <li>• Baking equipment to make own dough</li> </ul> <p>Have multiple opportunities inside and outside to safely practise the following movements: spin, rock, tilt, fall, slide and bounce.</p> <p>Use a wheelbarrow in the outdoor space to transport objects such as construction bricks and mud.</p> <p>Be challenged to move in different ways.</p>	

	<p>Choose ways of travelling using the large construction equipment (crawling, walking, running, and hopping).</p> <p>Mark making showing a preference for a dominant hand.</p> <p>Collaborate with other children to manage larger items such as moving and carrying objects.</p> <p>Safely use pencils, paintbrushes, scissors, knives, forks and spoons.</p> <p>Take part in Dough Disco daily.</p> <p>Pour and stir.</p> <p>Sit on a chair or stool.</p>	<p>Have multiple opportunities inside and outside to safely practise the following movements: roll, crawl, walk, jump, run, hop, skip and climb</p> <p>Have opportunities for being still and quiet such as circle time, lying in dens and spaces.</p> <p>Confidently use pencils, paintbrushes, scissors, knives, forks and spoons.</p> <p>Play with small world toys with purpose and meaning.</p> <p>Dress and undress dolls within the home corner.</p> <p>Design and create an item for the school Enterprise Event.</p> <p>Achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine movements with fluency when creating obstacle courses and moving around the classroom.</p> <p>Use tumbling mats, tunnels and den making materials.</p>	<p>Create models using clay by following a set of instructions.</p> <p>Create models by following construction kit instructions (examples are Magnatiles, Knex, Duplo, Lego sets).</p> <p>Plant and care for plants in the outdoor space.</p> <p>Throw, catch, kick, pass, bat and aim.</p>
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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).					
At Devonshire Road, children will ... At Devonshire Road, we follow the Phonics programme Song of Sounds.	<b>Word Reading</b>					
 <p>Pupils also have daily Squiggle Whilst you Wiggle sessions to support their motor skill development.</p> 	<p>Children in Reception engage in Phase 1 Song of Sounds listening activities daily. Children are taught the following GPCs: <i>s, a, t, p, I, n, m, d</i></p> <p>The children will learn to segment and blend words with the above sounds.</p> <p>Reading Band – Lilac/Pink 1A</p>	<p>Previously taught GPCs are recapped and the following GPCs are taught: <i>g, o, c, k, ck, e, u, r, h, b, f, ff, l and ll</i></p> <p>The children will learn to segment and blend words with the above and previously taught sounds.</p> <p>They practise reading the following tricky words from sight daily: <i>a, is, I, and, go, no, do, into, so, has, his</i> and the</p> <p>Reading Band – Pink 1A/Pink 1B</p>	<p>Previously taught GPCs are recapped and the following GPCs are taught: <i>j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa</i></p> <p>The children will learn to segment and blend words with the above and previously taught sounds.</p> <p>Children practise reading the following tricky words from sight daily: <i>He, be, me, we, was, her, my, by, you, are, all, she, put, push, pull, full, they</i> and <i>of</i>.</p> <p>Reading Band- Pink 1B/Red 1A</p>	<p>Previously taught GPCs are recapped and the following GPCs are taught: <i>oo, oo, ar, or, er, ow, oi, nk, air, ear, ure</i></p> <p>The children will learn to segment and blend words with the above and previously taught sounds.</p> <p>Children practise reading the following tricky words from sight daily: <i>He, be, me, we, was, her, my, by, you, are, all, she, put, push, pull, full, they</i> and <i>of</i>.</p> <p>Reading Band- Red 1A/Red 1B</p>	<p>Children build on their GPC knowledge by reading CVC, CVCC, CCVC, CCVCC, CCCVC, CCCVCC words.</p> <p>Children practise reading the following tricky words from sight daily: <i>Some, come, love, have, here, there, were, out, house, one, once, what, when, said, ask, little, like</i></p> <p>Comprehension</p> <p>Reading Band- Red 1B</p>	<p>This half term the children will learn/learn about:</p> <ul style="list-style-type: none"> <li>• Syllables</li> <li>• Alphabetical Order</li> <li>• Upper and lower case letters</li> </ul> <p>Reading Band- Yellow</p>
<b>Comprehension</b>						


	<p>Join in with rhymes and show an interest in stories with repeated refrains.</p> <p>Have a favourite story/rhyme.</p> <p>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.</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Engaging in story time.</p>	<p>Retell stories related to events through acting/role play and images.</p> <p>Engage in T4W and retell stories</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Enjoy an increasing range of books.</p> <p>Talk about words in repeated phrases.</p>	<p>Make up stories with themselves as the main character.</p> <p>Can talk about objects that they have brought in using new vocabulary.</p> <p>Can answer who, what, where questions about objects and pictures.</p> <p>Retell a story with actions and / or picture prompts as part of a group</p> <p>Join in with refrains and verses, showing an understanding of what is happening in the story/poem.</p>	<p>They will develop their own narratives and explanations by connecting ideas or events</p> <p>Ask questions to find out more.</p> <p>Talk about books that they have read.</p> <p>Re-read favourite books.</p> <p>Can draw pictures of characters/ event / setting in a story</p>	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction books.</p> <p>Develop a familiarity with new knowledge and vocabulary of selected books.</p> <p>Learn rhymes, poetry and songs.</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions.</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
<b>Writing- Talk for Writing for Narratives</b>					
	<p>Engage with Dough Disco/Squiggle Whilst you Wiggle Movements: Move 1- Up and down Left and right Move 2- The Wiggle Move 3- The Circles</p>	<p>Engage with Dough Disco/Squiggle Whilst you Wiggle Movements: Move 4- The Hump Move 5 – The Hook Move 6- The Spiral</p>	<p>Engage with Dough Disco/Squiggle Whilst you Wiggle Move 7- A Gentle Wave Move 8- Laid down 8, the stand it up straight Move 9- Straight Line</p>	<p>Squiggle me into a Writer: t, i, n, p, g, c, o, k, u (daily dance)</p> <p>Writing opportunities independent/adult led: Sentence writing and dictation</p>	<p>Squiggle me into a Writer: b, f, e, l, h, r, j, v, y, w, z, x, q, u, sh, ch, th, wh (daily dance)</p> <p>Form sentences orally before writing. Record dictated sentences Write short sentences with words with known sound letter correspondence using a capital letter and a full stop.</p>

	<p>Practise writing their first name daily with growing confidence. Show a dominant hand and be working towards tripod grip. Pencil grip assessments to be completed. Mark making – giving meaning to marks and labelling. Writing initial sounds once taught and simple captions.</p> <p>Letter formation practise: <i>s, a, t, p, l, n, m, d</i></p>	<p>Write their name independently.</p> <p>Writing opportunities independent/adult led: Labelling Name writing Tricky word hunts Instruction writing with phrases and CVC words. Christmas cards Invites to parents</p>	<p>Squiggle me into a Writer: M, a, s, d (daily dance)</p> <p>Writing opportunities independent/adult led: Sentence writing and dictation Descriptions Labelling Tricky word hunts Lotto games Phrases Mini beast booklet/leaflet Chinese New Year/Mandarin activities using ink</p>	<p>Descriptions Labelling Tricky word hunts Mother's Day cards Fruit and vegetable book for the classroom Group writing tasks – large scale Easter cards</p>	<p>Reread what they have written to check that it makes sense.</p> <p>Writing opportunities independent/adult led: Sentence writing and dictation Father's Day cards Eid celebrations Invites from children to stay and play sessions How to care for a duck booklet Retelling narratives Stories Poetry</p>
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	All About Me/Families	Celebrations Diwali, Bonfire Night and Christmas	Homes and Habitats	People that Help Us	Growing and Life Cycles	Travel and Transport
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 measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
At Devonshire Road, children will ...    NCETM is taught x4 per week for 15-20 minutes as an adult led input.  Provision within the classroom is based on the NCETM planning as well as what the cohort needs.	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.  <b>Pupils will:</b> <ul style="list-style-type: none"> <li>Identify when a set can be subitised and when counting is needed</li> <li>Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>Spot smaller numbers 'hiding' inside larger numbers</li> <li>Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing</li> </ul>	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.  <b>Pupils will:</b> <ul style="list-style-type: none"> <li>Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>Begin to identify missing parts for numbers within 5</li> <li>Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>Focus on equal and unequal groups when comparing numbers</li> <li>Understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>Sort odd and even numbers according to their 'shape'</li> </ul>	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.  <b>Pupils will:</b> <ul style="list-style-type: none"> <li>Continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>Compare quantities and numbers, including sets of objects which have different attributes</li> <li>Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>Begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>Continue to identify when sets can be subitised and when counting is necessary</li> </ul>			

	<p>must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</p> <ul style="list-style-type: none"><li>• Compare sets of objects by matching and begin to develop the language of 'whole' when talking about objects which have parts</li></ul>	<ul style="list-style-type: none"><li>• Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li><li>• Order numbers and play track games</li><li>• Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li></ul>	<ul style="list-style-type: none"><li>• Develop conceptual subitising skills including when using a rekenrek</li></ul>
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	All About Me/Families	Celebrations Diwali, Bonfire Night and Christmas	Homes and Habitats	People that Help Us	Growing and Life Cycles	Travel and Transport
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, 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.					
At Devonshire Road, children will ...	<b>Past and Present</b>					
	Stories will be read throughout the year that talk about the past. These books have been recommended by Key Stage History. My Two Grannies, Coming to England, My Great Grandpa, Lost in the Toy Museum and Brown Paper Bear					
	Use photographs to talk about how their family has changed and talk about memories. Talk about what is the same.	Talk about events they have celebrated in the past and what they are looking forward to celebrating.	Go on a local area walk to look at houses that were built a long time ago and more recently.	Play with modern and older toys, talking about what they are used for and how toys have changed.	Talk about their own timeline journey so far e.g. baby/toddler/child. What is now different? What is the same?	Talk about their memories of holidays that they have been on.
		Look at videos and photographs of events that they have celebrated on Tapestry (shared from families). Ask questions about what they have seen/heard.	Talk about how houses are the same and how they are different.  Look at photographs of old and new houses.		Create visual timelines/chronology to begin to organise events including things that have happened before they were born e.g. birth of sibling/parents wedding etc.  Look at photographs of themselves and others as babies and family members that are older including grandparents. Discuss what they notice and know.	Observe and discuss artefacts from holidays from a long time ago and more recently. Ask questions about what they have seen.

People, Cultures and Community						
	<p><b>RE unit F4 Being Special: Where do I belong?</b></p> <p>Tell and retell stories.</p> <p>Share with others what special occasions they have had.</p> <p>Role play what happens at a traditional infant Christian baptism.</p> <p>Talk about what happens when a baby is welcomed into a religion (Islam/non-religious)</p>	<p><b>RE unit F2: Why is Christmas special for Christians?</b></p> <p>Talk about who is special to them.</p> <p>Recall what happens at Christmas time for Christians.</p>	<p><b>RE unit F1: Why is the word 'God' special to Christians?</b></p> <p>Talk about what they find interesting and wonderful about the world.</p> <p>Retell stories talking about what they say about the world.</p> <p>Discuss why Christians thank God.</p> <p>Talk about what people do to mess up the world and what we can do to look after it.</p>	<p><b>RE unit F3: Why is Easter special for Christians?</b></p> <p>Recognise and retell stories that are connected to Easter.</p> <p>Say why Easter is special to Christians.</p> <p>Look at artefacts that have symbols used during Holy Week.</p>	<p><b>RE unit F5: What places are special and why?</b></p> <p>Talk about special places to the children and look at photographs.</p> <p>Look at different places of worship for different religions.</p> <p>Ask questions about a place of worship (Christianity and Islam).</p>	<p><b>RE unit F6: Which stories are special and why?</b></p> <p>Talk about stories that are special to Muslims</p> <p>Read the story 'The Maggie's Tale' and share how this story tells us how to treat others. (Bible story Luke 19:1-10)</p> <p>Identify qualities of what makes a good friend.</p> <p>Name some special stories from different religions.</p>
	<p>Talk about their family making connections between the features of their family and other families.</p> <p>Talk about what makes a family.</p> <p>Start to ask questions about what they notice.</p> <p>Notice differences between people.</p>	<p>Talk about festivals and events that they celebrate.</p> <p>Name some special places that are visited during celebrations.</p> <p>Using examples from real life and books, children will explore different families celebrating, asking questions and talking about what they can see.</p>	<p>Talk about what is in their community. Draw what their community looks like to them.</p>	<p>Talk about people in their community who they may have met e.g. shop staff, police service, doctors etc.</p> <p>Listen to their experiences and ask questions.</p>	<p>Find ways of looking after the environment within their community and school.</p> <p>Listen to others about how they celebrate Eid.</p> <ul style="list-style-type: none"> <li>- Look at photographs</li> <li>- Look at special clothing</li> <li>- Look at videos on Tapestry</li> <li>- Ask questions to visitors</li> <li>- Role play using dolls, puppets and props</li> </ul>	

<p>Home Corner to reflect the diverse community of our children. Enhancements will be added throughout the year (See provision planner) to celebrate the community in which they live in and to develop Cultural Capital.          Stories will be read that reflect the diversity of life in Britain, celebrate and value cultural, religious and community events as well as challenging stereotypes.</p>					
<p><b>The Natural World</b></p>					
<p>The seasons are covered throughout the year in every term. The children will explore the effect of changing seasons on the world around them as well as daily opportunities to be out in all different types of weather. The children will regularly describe what they see, hear and feel whilst being outside.</p>					
<p>Go on an Autumn scavenger hunt to find signs of Autumn e.g. conkers, leaves.</p> <p>Observe and explore forces that they can feel.</p> <ul style="list-style-type: none"> <li>- Water pushing up</li> <li>- Sinking and floating</li> </ul>	<p>Look at how animals behave differently in the Winter.</p> <p>Identify nocturnal animals.</p> <p>Recognise and talk about different environments e.g. polar regions through play.</p> <p>Observe and explore forces that they can feel.</p> <ul style="list-style-type: none"> <li>- Magnetic attraction</li> </ul>	<p>Go on a Winter scavenger hunt to find signs of Winter.</p> <p>Create simple maps using construction blocks and small world to record a journey.</p> <p>Talk about where Devonshire Road Primary School is and their home.</p> <p>Look at aerial photographs of their homes and school talking about what they notice.</p> <p>Observe and discuss different minibeasts.</p>	<p>Plant flowering seeds and care for growing plants.</p> <ul style="list-style-type: none"> <li>- Light travelling through a transparent object</li> </ul> <p>Investigate and observe melting.</p> <p>Draw their own simple map.</p> <p>Understand the key features of a life cycle of an animal (chick/duck/caterpillars)</p>	<p>Record the weather in different ways.</p> <p>Plant bean seeds and sunflowers and care for growing plants.</p> <p>Understand the key features of a life cycle of a plant (sunflowers/beans).</p> <p>Draw information from a simple map.</p>	<p>Go on a Summer scavenger hunt to find signs of Summer.</p> <p>Talk about how to respect and care for the environment and living things using non-fiction books to support.</p> <p>Investigate and observe shadows.</p> <p>Talk about man-made and natural objects in the countries/places they're exploring.</p>
<p>Children will be drawing story maps throughout the year from different story settings as part of their English lessons.</p>					
<p><b>Places of investigation</b>          Photos to be displayed          Videos to be shared          Additional countries to be discussed during picture news.</p>	<p>Bolton          England</p>	<p>Bolton          England (cities)          China</p>	<p>Bolton          England (countryside)          Kenya          Holiday destinations of staff and pupils</p>		

They will discuss similarities and differences between life there and where they live.			
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	All About Me/Families	Celebrations Diwali, Bonfire Night and Christmas	Homes and Habitats	People that Help Us	Growing and Life Cycles	Travel and Transport
Expressive Arts and Design	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.					
At Devonshire Road, children will ...	<b>Creating with Materials</b>					
	 <p><b>Kapow: Drawing- Marvellous Marks</b> Explore mark making using a range of drawing materials.</p> <p>Investigate marks and patterns when drawing.</p> <p>Identify similarities and difference between drawing tools.</p> <p>Investigate how to make large and small movements with control when drawing.</p> <p>Practise looking carefully when drawing.</p> <p>Combine materials when drawing.</p> <p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</p>	<p><b>Kapow: Painting and Mixed Media- Paint my World</b></p> <p>Explore paint, using hands as a tool.</p> <p>Describe colours and textures as they paint.</p> <p>Explore what happens when paint colours mix.</p> <p>Make natural painting tools.</p> <p>Investigate natural materials eg paint, water for painting.</p> <p>Explore paint textures, for example mixing in other materials or adding water.</p> <p>Respond to a range of stimuli when painting.</p> <p>Use paint to express ideas and feelings.</p> <p>Explore colours, patterns and compositions when combining materials in collage.</p>	<p><b>Kapow: Sculpture and 3D: Creation Station</b></p> <p>Explore the properties of clay.</p> <p>Use modelling tools to cut and shape soft materials eg. Play dough, clay.</p> <p>Select and arrange natural materials to make 3D artworks.</p> <p>Talk about colour, shape and texture and explain their choices.</p> <p>Plan ideas for what they would like to make.</p>	<p><b>Kapow: Craft and Design- Let's Get Crafty</b></p> <p>Explore differences when cutting a variety of materials.</p> <p>Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags.</p> <p>Follow lines when cutting.</p> <p>Experiment with threading objects, holding equipment steady to do so.</p> <p>Explore techniques for joining paper and card eg stick, clip, tie, tape.</p>		

	<p>Know a wide range of colours.</p> <p>Use different materials and techniques to join materials with some support (adhesive tape and glue).</p>	<p>Use different materials to join materials independently and different techniques with support (tie, fold, tabs and slots).</p>	<p>Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour</p>	<p>Apply craft skills eg. cutting, threading, folding to make their own artworks.</p> <p>Design something on paper ready to make in three dimensions</p> <p>Use the following techniques independently to create: Tie, fold, tabs and slots.</p>
	<p><b>Additional Projects: (Kapow)</b> Autumn Crafts- Nature Wreaths Winter Crafts- Threaded snowflakes Christmas Craft- Salt dough decorations</p>	<p><b>Additional Projects: (Kapow)</b> Spring Craft- Petal Mandala Sun catcher Easter Craft- Egg threading</p>	<p><b>Additional Projects: (Kapow)</b> Summer Craft: Salt painting</p>	
<p>Throughout the year, children will have the opportunity to talk about their creations including what they have done well and the process. Children will have opportunities to look at a range of art work throughout the year, talking about whether they like it or not, developing their own opinion.</p>				
<p><b>Being Imaginative and Expressive</b></p>				
	<p><b>Kapow: Exploring Sound</b></p> <p>Explore using voices to make a variety of sounds with symbols.</p> <p>Explore using body parts to make sounds.</p> <p>Explore using instruments to make sounds.</p> <p>Talk about sounds within the environment.</p> <p>Listen to sounds in nature and recreate them.</p>	<p><b>Kapow: Music and Movement</b></p> <p>Take part in and perform action songs.</p> <p>Explore the 'beat' through different body movements.</p> <p>Recognise and react to different tempos in music.</p> <p>Express different pitch and tempos in music through dance.</p>	<p><b>Kapow: Transport</b></p> <p>Explore and mimic different sounds made by transport and near transport.</p> <p>Interpret symbols.</p> <p>Play simple rhythms on a musical instrument.</p>	<p><b>Kapow: Big Band</b></p> <p>Name and identify different instruments.</p> <p>Make a musical instrument.</p> <p>Find out about what makes an orchestra.</p> <p>Follow the beat on an untuned instrument.</p>

				Change the tempo and dynamic on tuned and untuned instruments.  Use instruments to perform.
	Remember and sing entire songs and rhymes.  Work together to create and develop ideas.	Watch and talk about dance and performances expressing their feelings and opinions.  Develop storylines within their pretend play with some support. This may include the use of props.	Perform in front of their peers in groups or independently.  Choose their role within their pretend play. This may include negotiation and solving conflict.	