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| **PRIME** | **Autumn 1- Jurassic Park** | **Autumn 2- Let’s celebrate** | **Spring 1- Ahoy There** | **Spring 2- Down in the Jungle** | **Summer 1- Traditional Tales** | **Summer 2- Vogue** |
| **Characteristics of Effective Learning** | https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sAWe recognise that children learn in different ways. Children’s learning styles often evolve as children discover new ways to problem solve through play based activities. We ensure that the following characteristics of effective learning are apparent in our enabling environment by carefully planning learning opportunities across a play based learning environment. These continue to be reflected upon across the school year. Our three areas of focus are:  ***Playing and Exploring- Having a go Active Learning- Keep on trying Creating and thinking critically- Having own ideas*** | | | | | |
| **Communication and Language**  **Nursery**  **Reception** | **Listening, Attention and Understanding- Supporting Reading**   -Enjoy listening to longer stories and can remember much of what happens.  -Understand how to listen carefully and why it is important.  -Engage in story times  -Listen to and talk about stories to build familiarity and understanding  -Retell the story once they have developed deep familiarity with the text  -Engage in non-fiction books  -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  -Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  -Learn new rhymes and poems  **Listening, Attention and Understanding- Supporting wider school curriculum**  -Pay attention to more than one thing at a time, which can be difficult.  -Understand how to listen carefully and why listening is important.  -Understand a question or instruction that has two parts  -Understand ‘why’ questions  **Speaking- Supporting Writing Composition and Problem Solving/Reasoning in Maths**  -Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.   -Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’  -Use longer sentences of four to six words.  -Connect one idea or action to another using a range of connectives  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA  -Start a conversation with an adult or a friend and continue it for many turns.  -Articulate their ideas and thoughts in well-formed sentences.  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA   -Use talk to organise themselves and their play.  https://lh3.googleusercontent.com/WsnBM9vwWWeA08YZiQLcT_JMJwdljI2n9Gb6mYHA2B4ett4Lnp4SPy02h0qDk0Mf62W1AfPU6HvMQItZBgJutTNYqUsVP-PmI8kO3sGnkQwsdQTEsr0ypRrz0FuT6Hxv0PuMH_fLhAkZ2ysYGLWMiz9Il4vZFyjMtGMu0oJMbS6NNOfPisKOmeWjj8mP1w  -Describe events in some detail.  -Learn and use new vocabulary throughout the day  **Speaking- Supporting the Wider School Curriculum**  -Use a wider range of vocabulary.  -Learn new vocabulary.  -Use new vocabulary through the day.  -Use longer sentences of four to six words.  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA  -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  -Ask questions to find out more and to check they understand what has been said to them.  -Articulate their ideas and thoughts in well-formed sentences.  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA  -Use talk to organise themselves and their play | | | | **Listening, Attention and Understanding- School Ready (Supporting whole school curriculum)**  -Enjoy listening to longer stories and can remember much of what happens.  -Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  **Listening, Attention and Understanding- ELG (Supporting whole school curriculum)**  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  -Make comments about what they have heard and ask questions to clarify their understanding.  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA-Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  **Speaking- School Ready (Supporting whole school curriculum)**  -Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.   -Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’  -Use longer sentences of four to six words.  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA-Start a conversation with an adult or a friend and continue it for many turns.  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA   -Use talk to organise themselves and their play.  -Use a wider range of vocabulary.  -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  **Speaking- ELG (Supporting whole school curriculum)**  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | |
| **Curriculum Links** | **Early Years:** English, Maths, Understanding the World, Expressive Arts and Design  **Whole School:** Science, Art, DT, History, Geography, RE | | | | | |
| **Other schemes, programmes, interventions to support this** | **COMMUNICATE SPEECH AND LANGUAGE SUPPORT**  Communicate baseline the children on their speech and language. Target children are then highlighted and next steps are put in place. Communicate work with these target children weekly and key workers support children throughout continuous provision in target areas.  **LITTLE WANDLE**  Phase one phonics is taught from Nursery to help children spot and recognise different sounds in their environment. Children are encouraged to segment and blend out loud. This is helping the children with articulation of phonemes. Little Wandle is introduced in Reception to continue to build up an understanding of how to correctly articulate phonemes including digraphs and trigraphs.  **DAILY SHARED READING**  Books are shared with children to support listening and understanding. Books are carefully planned for with new vocabulary being highlighted. We use elements of ‘Word Aware’ to support new language. This is displayed in the classroom.  **CONTINUOUS PROVISION**  Adults model the grammatically correct language across all areas of continuous provision. Adults correct children’s language by subtly rephrasing sentences. Communication and language forms the foundations of all play based activities across continuous provision. Continuous provision is enhanced according to children’s interests and assessments of children’s learning. | | | | | |
| **Enrichment** | **Dinosaur visit**- Opportunities to listen and learn from guest speaker. | **Grandparents Afternoon-** Opportunities to use different tenses when looking back at previous work and showing grandparents around the setting.  **Nativity**-Speaking clearly in front of an audience. | **Visitors with different professions-** Opportunities to listen and ask questions to a variety of different visitors. | https://lh3.googleusercontent.com/R3b1viKzAaNeUKgh_rpqh53SzpPr7whC1cs3GixpagCZhuUzqjeYDLzs1DVY6o6Pnw_XW7NzsJiB4RYJFeZ0Tp3f9r6jkqYI5TZdZo__zQiA1iyT-mglHcUW7LRAtwHcMSBdoI0hOgCbNjcP8VaL5smSCugJzQnLq1J1GNXjTBOB812Jm58LjtATqtPmzA**Mothers Pamper Day**- Opportunities for children to describe and talk about the events and activities set out for the day to their mums. | https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA**Buddy Baking**- Asks questions to understand activities with buddies. Opportunities to recount experiences using new vocabulary. | https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA**Fathers Day**- Listen and follow a range of different instructions to understand how to play a new game and work effectively in a team. |

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| **Personal, Social & Emotional Development**  **Nursery**  **Reception** | **https://lh4.googleusercontent.com/VdlmHudZOyL-ODOzbxUYYmCsWJyXje9b4u33p-OXkYf0vfEgcE2n6rir81GJ2b-aJ8iTAbKr6iUH6L2wiIScFb2P_JKJgRKlaghKFumejNWb-yreQl-bDDInQPfUK7xUM876CQdbTmmIDKraicl1aILCsDPwTtYuka5TmJUEhIpC3hdUNP9zzsGZqG5CNABeing Me in My World**  -I understand how it feels to belong and that we are similar and different- **Develop their sense of responsibility and membership of a community**  **See themselves as a valuable individual.**  - I understand how feeling happy and sad can be expressed  - I can start to recognise and manage my feelings- **Identify and moderate their own feelings socially and emotionally.**  -I can work together and consider others feelings- **Show more confidence in new social situations.**  -I can use gentle hands and understands what it means to be kind.  - I understand why it is good to be kind and use gentle hands  -I am starting to understand children’s rights and know that this means that we can all play together- **Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries.**  - I am starting to understand children’s rights and known that this means that we can all play together- **Think about the perspectives of others.**  -I am learning what being responsible means-  - I enjoy working with others to make school a good place to be  **ELG- Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.**  **Show sensitivity to their own and to others’ needs.** | https://lh3.googleusercontent.com/og0X72cjQUm9hPoCpeON9sgLZZwLicNbwq1Z5dkz5KsWMg-1ix5m0oinbkqRdXOTTvntJydTuGXxCXOGHkaIur8uFlArROuBYsrmzUfWrEqx4Dip_mE-mp8K7nFWEhNozWezwg06XIl56MJGlOx_msPOsCMSoC1fnAKeu6-w5F2v19bkhrUZpiFZVCht6g**Celebrating Differences**  https://lh5.googleusercontent.com/QtMgE2GvXp9uS9B-0kLjrQVdeI50xQDexorea70279iKRu6f225ItzBAcXbMdUwr3ZydcH6Mbz3GlhSpeI_kdWyjECZth30a8hVB_yQj7wNVPao4LxNA9l02ORkgBQfCOdB0u9AdQEb8wLNUL3vRot_0eay2xekqlOiJc_IR527T3vQqoJFTBhP-ASJ-sQ  - I know how it feels to be proud of something I am good at  - I can identify something I am good at and understand everyone is good at different things  - I can tell you one way I am special and unique  - I understand being different makes us all special  -I know that all families are different  - I know we are all different but the same in some ways  - I know there are lots of different houses and homes  - I can tell you why I think my home is special to me  - I can tell you how I could make new friends  - I can tell you how to be a kind friends. **Build constructive and respectful relationships. Express their feelings and consider the feelings of others.**  - I can use my words to stand up for myself- **Develop appropriate ways of being assertive.**  **Talk with others to solve conflicts.**  **Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.**  - I know which words to use to stand up for myself when someone says or does something unkind  **ELG- 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.** | **https://lh5.googleusercontent.com/7WH2cmcTASDW4BEjlaxmQ-muiosIo-OIaOssqhxPqZRIckWQp_DdpVQrxtJcrA1vM7BxBOOwBLlU4q73EobwH73aIGs7EjoQ2CqpNZcB-y30WP3Vurq8tikEMGEPJ0RcvSpdL9m4I11RaAKbhGUqCG9ne0wxw1U-eVQwLv2fvqQ7YQDK-MpcTt8Iq6DR5gHealthy Me & Changing Me**  - I can name parts of my body and show respect for myself  - I can name parts of the body- **Manage their own needs. - Personal hygiene**  -I can tell you some things I can do and some foods I can eat to be healthy- **Make healthy choices about food, drink, activity and toothbrushing.**  - I can tell you some things I can do and some foods I can eat to be healthy- **Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian**  - I understand that we all start as babies and grow into children then adults  - I know that I grow and change  - I understand that we all grow from babies to adults  - I can talk about how I feel about moving from Nursery to school-  **Be increasingly independent in meeting their own care needs**  - I can remember some fun things about Nursery this year  - I can express how I feel about moving to Year 1  - I can talk about my worries and/or things I am looking forward to about Year 1  - I can share memories about of the best bits of the year in Reception  **ELG: Manage their own basic hygiene and personal needs, including**  **Dressing, going to the toilet and understanding the importance of healthy**  **Food choices.** | | **https://lh4.googleusercontent.com/aMDeFxKcWiSXOX4Q7_6sBAV7law99aKe-hWj6bWLTbFTIkTz3gKdAcEiIY-44nnP-I38gxq-MschqW0_oM52xVUpxuvQDC4Xi3SEO60EmW3PYuRSK0xKEjP4T4F48lale-1baSZBJNSTB6lqLeM1Qm1lWqymT_T-wZHOfjtA0dad-lgNol4sjed9wRVn3w**https://lh5.googleusercontent.com/7WH2cmcTASDW4BEjlaxmQ-muiosIo-OIaOssqhxPqZRIckWQp_DdpVQrxtJcrA1vM7BxBOOwBLlU4q73EobwH73aIGs7EjoQ2CqpNZcB-y30WP3Vurq8tikEMGEPJ0RcvSpdL9m4I11RaAKbhGUqCG9ne0wxw1U-eVQwLv2fvqQ7YQDK-MpcTt8Iq6DR5g**Relationships**  - I can tell you about my family  - I can identify some of the jobs I do in my family and how I feel like I belong  - I understand how to make friends when I feel lonely  - I know how to make friends to stop myself from feeling lonely- **Build constructive and respectful relationships**  - I can tell you some of the things I like about my friends  - I know what to say or do when someone is mean to me- **Play with one or more other children, extending and elaborating play ideas.  Find solutions to conflicts and rivalries**  **Develop appropriate ways of being assertive.**  **Talk with others to solve conflicts.**  - I can think of ways to solve problems and stay friends- **Think about the perspectives of others**  - I can learn to be calm when I need to manage my feelings  - I am starting to understand the impact of unkind words- **Express their feelings and consider the feelings of others.**  - I can remain calm when managing my feelings- **Identify and moderate their own feelings socially and emotionally.**  - I can work together and enjoy being with my friends- **Understand gradually how others might be feeling.**  - I know how to be a good friend  **ELG- Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others’ needs.** | **https://lh4.googleusercontent.com/VdlmHudZOyL-ODOzbxUYYmCsWJyXje9b4u33p-OXkYf0vfEgcE2n6rir81GJ2b-aJ8iTAbKr6iUH6L2wiIScFb2P_JKJgRKlaghKFumejNWb-yreQl-bDDInQPfUK7xUM876CQdbTmmIDKraicl1aILCsDPwTtYuka5TmJUEhIpC3hdUNP9zzsGZqG5CNADreams & Goals**  - I understand what a challenge means  - I keep trying until I can do something  - I understand that if I persevere I can tackle challenges- **Show resilience and perseverance in the face of challenge**  - I can tell you about a time I didn't give up until I achieved my goal.  - I can set a goal and work towards it.- **Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.**  - I can set a goal and work towards it  - I know some kind words to encourage people with  - I can use kind words to encourage people.  - I can start to think about the jobs I might like to do when I'm older.  - I understand the link between what I learn now and the job I might like to do when I am older.  - I can feel proud when I achieve my goal.  - I can say how I feel when I achieve a goal and know what it means to feel proud.  **ELG- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.** |
| **Curriculum Links** | **Early Years:** Communication & Language, Understanding the World  **Whole School:** PSHE, RSE, PE, RE | | | | | |
| **Other schemes, programmes, interventions to support this** | **JIGSAW PSHE SCHEME OF WORK**  We use this scheme of work to support the teaching of PSHE in the Early Years. Using this schemes gives us a guide as to the adult and child initiated activities we can lead and create. The scheme gives us further guidance beyond development matters helping to support our planning in PSHE further. Reception children are familiar with the jigsaw PSHE approach which is then used across the rest of school.  Communicate baseline the children on their speech and language. Target children are then highlighted and next steps are put in place. Communicate work with these target children weekly and key workers support children throughout continuous provision in target areas.  **DAILY SHARED READING**  As well as using daily shared reading time to support vocabulary and communication and language we select books carefully to link into the seven areas of learning. On occasions, we select books which underpin the work we have done in our guided PSHE sessions.  **CONTINUOUS PROVISION**  Adults model how to play with others, set boundaries and rules and enforce them in a calm and caring way. Children are encouraged to share, take turns and make new friends. Children are encouraged to set goals throughout continuous provision and to achieve them even when faced with a new challenge. Children are encouraged to be independent including during hand washing, selection of snack and during lunch times.  **BUDDY SYSTEM**  **(Reception with Year 6- all year Nursery with Year 5- Summer)**  Children meet with their buddies once a week during class time to share stories and to discuss their week. Children are able to verbalise any PSHE challenges they may have faced in school and their buddies (year 6 pupils) are able to offer solutions. Children are able to see their buddies everyday during break times. Buddies are carefully selected to match the ability, confidence level and communication level of each child. | | | | | |
| **Enrichment** | **Dinosaur visit**- Children see new job opportunities which they may have not considered before linking with dreams and goals later in the school year. | **Grandparents Afternoon-** All families are different. Not all children have grandparents where as some have many linking with celebrating differences. | **Visitors with different professions-** Prepares children for thinking about future jobs linking with dreams and goals towards the end of the school year | https://lh3.googleusercontent.com/R3b1viKzAaNeUKgh_rpqh53SzpPr7whC1cs3GixpagCZhuUzqjeYDLzs1DVY6o6Pnw_XW7NzsJiB4RYJFeZ0Tp3f9r6jkqYI5TZdZo__zQiA1iyT-mglHcUW7LRAtwHcMSBdoI0hOgCbNjcP8VaL5smSCugJzQnLq1J1GNXjTBOB812Jm58LjtATqtPmzA**Mothers Pamper Day**- Not all of our children have mums and family set ups are different linking to celebrating differences and relationships. | https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA**Buddy Baking**- A further opportunity to meet with buddies to discuss successes and challenges. | **Graduation**- Celebrating achievements of Reception and discussing dreams and goals for Year One. |

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| **Physical Development**  **Lancashire PE Passport**  **Nursery**  **Reception** | **Fundamental Movement Skills: How to Catch a Star**  Balance on large and small parts  Continue to develop their movement balancing.  Skip, hop stand in one leg and hold a pose for a game like musical statues.  Revise and refine the fundamental movement skills they have acquired in rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Progress toward a more fluent style of moving with developing control and grace.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.  Send a ball/throwing equipment with increasing accuracy  Continue to develop their ball skills.  Show a preference for a dominant hand.  Further develop and refine a range of ball skills including throwing, catching, passing and aiming.  Develop confidence, competence, precision and accuracy when engaging with activities that involve a ball.  To jump and land appropriately  Combine different moves with ease and fluency  To climb under over and through climbing equipment  Go up steps and stairs or climb up apparatus using alternate feet.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  To practise throwing over arm  Continue to develop their ball skills.  Show a preference for a dominant hand.  Further develop and refine a range of ball skills including throwing, catching, passing and aiming.  Develop confidence, competence, precision and accuracy when engaging with activities that involve a ball.  **Moving and Handling in games and other activities:**  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sAStart taking part in some group activities which they make up for themselves or in teams.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Match their developing physical skills to tasks and activities in the setting.  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sACollaborate with others to manage large items such as moving a long a plank safely or carrying large blocks.  **Fine Motor: Preparation for Handwriting**  Use large muscle movements to wave flags and streamers, painting and make marks  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Choose the right resources to carry out their own plan.  Use one handed tools and equipment, making snips in paper with scissors.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Use comfortable grip with good control when holding pens and pencils.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed.  Further develop the skills they need to manage the school day successfully. | **Fundamental Movement Skills: Rosie’s Walk**  To jump and land appropriately  Combine different moves with ease and fluency  To experiment with different ways of travelling.  Continue to develop their movement balancing.  Skip, hop stand in one leg and hold a pose for a game like musical statues.  Revise and refine the fundamental movement skills they have acquired in rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.  To climb under, over and through climbing equipment  Go up steps and stairs or climb up apparatus using alternate feet.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  To experiment with different ways of travelling on hands and feet.  Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  Progress toward a more fluent style of moving with developing control and grace.  **Moving and Handling in games and other activities:**  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sAStart taking part in some group activities which they make up for themselves or in teams.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  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Develop the foundations of a handwriting style which is fast, accurate and efficient.  Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed. | **Fundamental Movement Skills:**  **Seaside**  To balance on small body parts. To  Travel on hands and feet.  Continue to develop their movement balancing.  Skip, hop stand in one leg and hold a pose for a game like musical statues.  Revise and refine the fundamental movement skills they have acquired in rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Progress toward a more fluent style of moving with developing control and grace.  Develop the overall body strength,  co-ordination, balance and agility  needed to engage successfully with  future physical education sessions  To show increasing control over an  Object pushing and patting it.  Continue to develop their movement  Riding and ball skills.  Further develop and refine a range of  Ball skills including: throwing,  Kicking, passing, batting, aiming.  To perform a variety of Gymnastic  Rolls  Continue to develop their movement balancing.  Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  Revise and refine the fundamental movement skills they have acquired in rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Progress toward a more fluent style of moving with developing control and grace.  To underarm throw with some  Accuracy.  Continue to develop their ball skills.  Show a preference for a dominant hand.  Further develop and refine a range of ball skills including throwing, catching, passing and aiming.  Develop confidence, competence, precision and accuracy when engaging with activities that involve a ball.  **Moving and Handling in games and other activities:**  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sAStart taking part in some group activities which they make up for themselves or in teams.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Match their developing physical skills to tasks and activities in the setting.  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sACollaborate with others to manage large items such as moving a long a plank safely or carrying large blocks.  **Fine Motor: Preparation for Handwriting**  Use large muscle movements to wave flags and streamers, painting and make marks  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Choose the right resources to carry out their own plan.  Use one handed tools and equipment, making snips in paper with scissors.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Use comfortable grip with good control when holding pens and pencils.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed. | **Fundamental Movement skills: Rumble in the Jungle**  To travel on hands and feet  Continue to develop their movement balancing.  Skip, hop stand in one leg and hold a pose for a game like musical statues.  Revise and refine the fundamental movement skills they have acquired in rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Progress toward a more fluent style of moving with developing control and grace.  Develop the overall body strength,  co-ordination, balance and agility  needed to engage successfully with  future physical education sessions  To roll in a variety of ways  Continue to develop their movement balancing.  Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  Revise and refine the fundamental movement skills they have acquired in rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Progress toward a more fluent style of moving with developing control and grace.  To use an underarm and overarm throw with increasing accuracy.  Continue to develop their ball skills.  Show a preference for a dominant hand.  Further develop and refine a range of ball skills including throwing, catching, passing and aiming.  Develop confidence, competence, precision and accuracy when engaging with activities that involve a ball.  **Moving and Handling in games and other activities:**  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sAStart taking part in some group activities which they make up for themselves or in teams.  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Use comfortable grip with good control when holding pens and pencils.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed. | **Fundamental Movement Skills: Jack and the Beanstalk**  To experiment with different ways of moving  Continue to develop their movement balancing.  Skip, hop stand in one leg and hold a pose for a game like musical statues.  **ELG:** Negotiate space ad obstacles safely, with consideration of themselves and others.  **ELG:** Move energetically such as running, jumping, dancing, hopping and skipping.  To use increasing control over an object by touching, pushing, patting, throwing or catching.  Continue to develop their movement  Riding and ball skills.  Continue to develop their ball skills.  Show a preference for a dominant hand.  **ELG:** Negotiate space and obstacles safely, with consideration of themselves and others.  To jump and land appropriately  **ELG:** Demonstrate strength, balance and coordination.  To roll in a variety of ways  Continue to develop their movement balancing.  Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  **ELG:** Negotiate space and obstacles safely, with consideration of themselves and others.  **ELG:** Demonstrate strength, balance and coordination.  To roll a ball accurately  Continue to develop their ball skills.  Show a preference for a dominant hand.  **ELG:** Negotiate space and obstacles safely, with consideration of themselves and others.  To climb up and down apparatus using alternative feet.  Go up steps and stairs or climb up apparatus using alternate feet.  **Moving and Handling in games and other activities:**  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sAStart taking part in some group activities which they make up for themselves or in teams.  **ELG:** Demonstrate strength, balance and coordination when playing.  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Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed. | **Fundamental Movement Skills: Superworm**  To perform the basic skill of jumping  **ELG:** Demonstrate strength, balance and coordination.  To travel in a variety of ways low to the ground.  To travel around the space hopping and skipping.  Continue to develop their movement balancing.  Skip, hop stand in one leg and hold a pose for a game like musical statues.  **ELG:** Negotiate space ad obstacles safely, with consideration of themselves and others.  **ELG:** Move energetically such as running, jumping, dancing, hopping and skipping.  To catch a large ball.  Continue to develop their ball skills.  Show a preference for a dominant hand.  **ELG:** Negotiate space and obstacles safely, with consideration of themselves and others.  To travel under over and through balancing equipment. To pull themselves up on climbing equipment.  Go up steps and stairs or climb up apparatus using alternate feet.  **ELG:** Move energetically such as climbing.  To pull themselves up on climbing equipment.  **Moving and Handling in games and other activities:**  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sAStart taking part in some group activities which they make up for themselves or in teams.  **ELG:** Demonstrate strength, balance and coordination when playing.  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Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed. |
| **Curriculum Links** | **Early Years:** Communication & Language, English, Expressive Arts & Design  **Whole School:** English, DT, Art, Computing | | | | | |
| **Other schemes, programmes, interventions to support this** | **LANCASHIRE PE PASSPORT SCHEME OF WORK**  The PE passport is used across school to record and evidence PE from the start and to the end of school. Due to their being so many fundamental skills to cover in the Early Years, we have chosen to use a scheme which breaks up the steps needed to master each skill by the end of Key Stage One. We use the scheme to ensure we have a good coverage of each of the fundamental movements and to ensure that these skills are being taught correctly to all children. We ensured that the skills and knowledge worked on through the scheme closely link to our Early Learning Goal. We use the scheme alongside development matters to ensure progression takes place within our PE lessons but during children’s independent tasks in continuous provision.  **DOUGH DISCO**  Children have daily dough disco sessions to provide opportunities to ‘exercice fingers’ in order to develop the fine motor movements needed to use different tools. Children’s hand eye control are worked on throughout these sessions supporting the development of handwriting by the end of Reception year.  **CONTINUOUS PROVISION**  Our outdoor provision has been redesigned to provide many opportunities to develop gross motor movements. There are climbing, balancing, tool use and pulley systems in place to further support the work carried out in dough disco and squiggle. Children are encouraged to explore and use these areas freely and experiment with movement based on what it is they want to achieve at the end of it. In addition to this, our indoor provision provides further opportuites to explore smaller tools which require the use of fine motor. These include a range of cutting tools, joining tools and threading tools. We include enhancements in our areas with fine motor in mind introducing children to new tools such as one handed sieves, tweezers, scoops, magnets, glue guns, cutlery and other baking equipment.  **SQUIGGLE**  In Nursery children use gross motor movement exercises daily to encourage children to develop and move their shoulder and arm movements. Research shows that this in turn supports better control and coordination of fine motor later down the line. In Reception we use conitinue using Squiggle with a focus on making letter shape movements. These begin big and are finally more controlled to help children form letters correctly when handwriting. Squiggle me into a write follows the Little Wandle scheme of work in phonics. | | | | | |
| **Enrichment** | **Dinosaur visit**- Fossil hunting is part of the experience. Children are provided with a range of one handed tools in order to carry out the activity effectively.  **Nativity-** Dance routines will take place as part of the show. Children will learn to use the gross movements they have learnt in PE and Squiggle and add them to musical sequences. | **Grandparents Afternoon-** All fine motor tools are set up in the hall. Grandparents are able to explore what we use and how we use them with their children. | **Bring yer Wellies Trip-** Children will use maps to go on their own explorations of a large outdoor space. Children will be encouraged to move and travel in a variety of ways. | https://lh3.googleusercontent.com/R3b1viKzAaNeUKgh_rpqh53SzpPr7whC1cs3GixpagCZhuUzqjeYDLzs1DVY6o6Pnw_XW7NzsJiB4RYJFeZ0Tp3f9r6jkqYI5TZdZo__zQiA1iyT-mglHcUW7LRAtwHcMSBdoI0hOgCbNjcP8VaL5smSCugJzQnLq1J1GNXjTBOB812Jm58LjtATqtPmzA**Mothers Pamper Day**- Children will apply makeup and create new hairstyles for their parents. This will include the use of many new and different one handed tools. | https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA**Buddy Baking**- More opportunities will be provided to introduce new one handed baking tools which children may not have experienced before. | **Fashion Show**- As part of the fashion show children will learn to thread, weave, join and cut clothing materials. This again will provide further opportunities to explore new one handed tools and equipment. |

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| **SPECIFIC** | **Autumn 1- Jurassic Park** | **Autumn 2- Let’s celebrate** | **Spring 1- Ahoy There** | **Spring 2- Down in the Jungle** | **Summer 1- Traditional Tales** | **Summer 2- Vogue** |
| **Characteristics of Effective Learning** | https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sAWe recognise that children learn in different ways. Children’s learning styles often evolve as children discover new ways to problem solve through play based activities. We ensure that the following characteristics of effective learning are apparent in our enabling environment by carefully planning learning opportunities across a play based learning environment. These continue to be reflected upon across the school year. Our three areas of focus are:  ***Playing and Exploring- Having a go Active Learning- Keep on trying Creating and thinking critically- Having own ideas*** | | | | | |
| **English Reading**  ***Refer back to Communication and Language***  **Nursery**  **Reception** | **Word Reading**  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 the book and page sequencing.  Develop phonological awareness so that they can: Spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound.  Read individual letters by saying the sounds for them (listed below)  Blend sounds into words so that they can read short words made up of known letter sound correspondences.  Read some letter groups that represent one sound and says sounds for them (digraphs trigraphs listed below)  Read a few common exception words (listed below) matched to the schools phonic programme.  ]Read simple phrases and sentences made up of words with known letter sound correspondence and where necessary a few common exception words.  **Comprehension and Understanding**  Engage in extended conversations about stories, learning new vocabulary  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | | | | **Word Reading**  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 the book and page sequencing.  Develop phonological awareness so that they can: Spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound.  **ELG:** Say a sound for each letter in the alphabet and at least 10 digraphs.  **ELG:** Read words consistent with their phonic knowledge by sound blending.  **ELG:** Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.  **Comprehension and Understanding**  Engage in extended conversations about stories, learning new vocabulary  **ELG:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  **ELG:** Anticipate key events in stories where appropriate  **ELG:** Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. | |
| **Phonics Breakdown**  **Nursery**  **Reception** | Nursery will not start phonics in Autumn 1- Time will be spent understanding the ‘unique child’ developing an enabling environment and positive relationships. Assessment phase.  **Phase 2 of ‘Little Wandle’**  **Week 1 and 2:** Time will be spent understanding the ‘unique child’ developing an enabling environment and positive relationships. Assessment phase.  **Week 3:** s, a, t, p  **Week 4**: i, n, m, d  **Week 5:** g, o, c. k, is  **Week 6:** ck, e, u, r, I  **Week 7:** h, b, f, l, the | **Phase 1 of ‘Time for Phonics’**  **Week 1:** Environmental sounds  **Week 2:** Instrumental sounds and body percussion  **Week 3:** Environmental sounds, body percussion, instrumental sounds and rhythm and rhyme.  **Week 4:** Instrumental sounds, rhythm and rhyme and body percussion.  **Week 5:** Alliteration, instrumental sounds and rhythm and rhyme.  **Week 6 and 7:** Review and assess  **Phase 2 and 3 of ‘Little Wandle’**  **Week 1:** Review and assess  **Week 2:** ff, ll, ss, j, put, pull, full, as  **Week 3:** v, w, x, y, and, has, his, her  **Week 4:** sh, th, ng, nk, she, push, he, of  **Week 5:** Words with s/s added at the end e.g. hats, sits and words ending s/z e.g. his, bags, we, me, be  **Week 6:** Review and assess | **Phase 1 of ‘Time for Phonics’**  **Week 1:** Environmental sounds  **Week 2:** Instrumental sounds and body percussion  **Week 3:** Environmental sounds, body percussion, instrumental sounds and rhythm and rhyme.  **Week 4:** Instrumental sounds, rhythm and rhyme and body percussion.  **Week 5:** Alliteration, instrumental sounds and rhythm and rhyme.  **Week 6:** Review and assess  **Phase 3 of ‘Little Wandle’**  **Week 1:** ai, ee, igh, oa  **Week 2**: oo *oo* ar or, was, you, they  **Week 3:** ur, ow, oi, ear, my, by, all  **Week 4:** air, er, words with double letters, are, sure, pure  **Week 5:** longer words | **Phase 1 of ‘Time for Phonics’**  **Week 6:** Alliteration, voice sounds and body percussion  **Week 7:** Voice sounds, instrumental sounds and rhythm and rhyme  **Week 8:** Voice sounds, instrumental sounds, alliteration and body percussion  **Week 9:** Oral blending and segmenting, alliteration and body percussion  **Week 10:** Rhythm and rhyme, oral blending and segmenting, voice sounds  **Phase 3 of ‘Little Wandle’**  **Week 1:** Review ai, ee, igh, oa, oo, ar, or, ur, *oo,* ow, oi, ear and tricky/high frequency words  **Week 2:** Review er, air, words with double letters, longer words and tricky/high frequency words.  **Week 3:** Words with two or more digraphs and review high frequency and tricky words.  **Week 4:** Longer words, words ending in ing, compound words and review high frequency/tricky words.  **Week 5:** Longer words, words with s in the middle s/z, words ending in s, words with es at the end and review of high frequency/tricky words. | **Phase 1 of ‘Time for Phonics’**  **Week 6:** Alliteration, voice sounds and body percussion  **Week 7:** Voice sounds, instrumental sounds and rhythm and rhyme  **Week 8:** Voice sounds, instrumental sounds, alliteration and body percussion  **Week 9:** Oral blending and segmenting, alliteration and body percussion  **Week 10:** Rhythm and rhyme, oral blending and segmenting, voice sounds  **Week 11:** Review and Assess  **Phase 4 of ‘Little Wandle’**  **Week 1:** Review and assess  **Week 2:** Short vowels CVCC, said, so, have, like  **Week 3:** Short vowels CVCC and CCVC, some, come, love, do  **Week 4:** Short vowels CCVCC, CCCVC, CCCVCC, were, here, little, says  **Week 5:** longer words, compound words and there, when, what, one  **Week 6:** root words ending in ing, ed, t, ed, id, est, out, today | **Phase 1 of ‘Time for Phonics’**  **Week 1:** Review and assess  **Week 9:** Oral blending and segmenting, alliteration and body percussion  **Week 10:** Rhythm and rhyme, oral blending and segmenting, voice sounds  **Phase 2 of ‘Little Wandle’**  **Week 1**: s, a, t, p  **Week 2**: i, n, m, d  **Week 3 and 4:** Review, assess and hand over to Reception teacher  **Phase 4 of ‘Little Wandle’**  **Week 1;** Long vowel sounds CVCC, CCVC and review all high frequency/tricky words.  **Week 2**: Long vowel sounds CCVC, CCCVC, CCV, CCVCC and review all high frequency/tricky words.  **Week 3:** Words ending in s/s, s/z, es, longer words and review all high frequency/tricky words.  **Week 4:** root words ending in ing, ed, t, ed, d, and review high frequency/tricky words.  **Week 5:** Root words ending in er, est, longer words and review all high frequency/tricky words.  **Week 6 and 7:** Review and assess handover to year one teacher. |
| **Curriculum Links** | **Early Years:** Communication and Language  **Whole School:** Reading | | | | | |
| **Other schemes, programmes, interventions to support this** | **TIME FOR PHONICS**  This is the Phase One scheme of work that we use in Nursery. This prepares the children well for learning to recognise the different sounds in and around their environment. It teaches the children how to move and control their mouths in order to make sounds in different ways. Children begin more formal phonics sessions in Autumn 2, once they have learnt how to listen and sit appropriate for longer activities. Children will learn to do this in Autumn 1.  **LITTLE WANDLE**  Reception children learn to read through Little Wandle. Graphemes, phonemes and tricky words are taught progressively. See grid above. Nursery children are exposed to the first steps of Little Wandle as they are preparing for school readiness. Reception continue their phonics up to phase 4 to prepare them for Year One reading expectations (see whole school curriculum).  **DAILY SHARED READING**  Books are shared with children to support listening and understanding. Books are carefully planned for with new vocabulary being highlighted. We use elements of ‘Word Aware’ to support new language. This is displayed in the classroom.  **READING BOOKS**  In Reception children are sent home with two reading books. One of these books matches their phonics development the second exposes children to new words and vocabulary which they may be yet to learn in their phonics. These are changed weekly and every child is read to by a teacher at least once a week. This is recorded in a school reading record and marked off on a class list. Parents are encouraged to read with their children every night and this is recorded in their reading records. Nursery children may receive a reading book if they are ready. This will be dependent as to when children reach the ‘Little Wandle’ stage of phonics. Before then, games and activities are suggested by the Nursery teacher for parents to continue at home. These of which match the outcomes of phase one phonics above.  **LIBRARY VISITS**  Both Nursery and Reception classes visit the library once a week. Here the children choose favourite books (often ones read before, at home or in class) and spend time discussing their chosen books with peers. We share a story together in the library before choosing a library book to send home for the week. This is to encourage children to ‘read for pleasure’ at home. We encourage children to think beyond fiction and share both non fiction and poetry with the children.  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA**BUDDY READING**  On occasions in Nursery the older children are invited to come and share stories with the Nursery children. This continues to engage the children in books and helps them to have a ‘love for reading’. In Reception the Year 6 buddies read with the children each week during their library slot. During this time Year 6 buddies discuss with Reception which genres of books there are and to consider books they wouldn’t have usually have chosen.  **SECRET READER**  To continue to interest and engage children in books we invite members of the community, families, other teachers and staff of the school as well as other children in different year groups to read with the children. The children do not know who this person is and is a surprise on the day. Both Nursery and Reception children enjoy this experience and like to hear new people read to them who are not necessarily their class teacher. | | | | | |
| **Enrichment** | **Dinosaur visit**- Non-fiction text is shared during the fossil investigation part of the visit. | **Grandparents Afternoon-** The library is made accessible for grandparents to share books with their grandchildren. School reading records are also displayed which shows progress of their grandchild’s reading. This is a great opportunity to explain expectations to grandparents as they are often the people picking up and dropping children off from school and are often the ones reading with the children at home. | **Secret Readers-** During this term secret readers are invited to come into school to read to the class. This can be anyone from the local community. | https://lh3.googleusercontent.com/R3b1viKzAaNeUKgh_rpqh53SzpPr7whC1cs3GixpagCZhuUzqjeYDLzs1DVY6o6Pnw_XW7NzsJiB4RYJFeZ0Tp3f9r6jkqYI5TZdZo__zQiA1iyT-mglHcUW7LRAtwHcMSBdoI0hOgCbNjcP8VaL5smSCugJzQnLq1J1GNXjTBOB812Jm58LjtATqtPmzA**Mothers Pamper Day**- The library is made accessible for parents to share books with their children. School reading records are also displayed which shows progress of their childs reading. | https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA**Buddy Baking**- Children will learn to read and respond to simple instructions as they bake with their buddies. | https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA**Fathers Day**- The library is made accessible for parents to share books with their children. School reading records are also displayed which shows progress of their childs reading. |

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| **SPECIFIC** | **Autumn 1- Jurassic Park** | **Autumn 2- Let’s celebrate** | **Spring 1- Ahoy There** | **Spring 2- Down in the Jungle** | **Summer 1- Traditional Tales** | **Summer 2- Vogue** |
| **Characteristics of Effective Learning** | https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sAWe recognise that children learn in different ways. Children’s learning styles often evolve as children discover new ways to problem solve through play based activities. We ensure that the following characteristics of effective learning are apparent in our enabling environment by carefully planning learning opportunities across a play based learning environment. These continue to be reflected upon across the school year. Our three areas of focus are:  ***Playing and Exploring- Having a go Active Learning- Keep on trying Creating and thinking critically- Having own ideas*** | | | | | |
| **English Writing**  ***Refer back to Physical Development***  **Nursery**  **Reception** | **Grammar and Composition**  Use some of their print and letter knowledge in their early writing. For example writing a pretend shopping list that starts at the top of the page writing m for Mummy.  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.  **Spelling *(See phonics breakdown in English Reading)*** Writes some or all of their name  Spell words by identifying the sounds and then writing the sound with letters.  **Handwriting**  *Show a preference for a dominant hand. (See PD)*  *Use comfortable grip with good control when holding pens and pencils. (See PD)*  Write some letters accurately.  *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (See PD)*  *Develop the foundations of a handwriting style which is fast, accurate and efficient. (See PD)*  Form lower-case and capital letters correctly | | | | **Grammar and Composition (School Ready)**  Use some of their print and letter knowledge in their early writing. For example writing a pretend shopping list that starts at the top of the page writing m for Mummy.  **Grammar and Composition (ELG)**  Write simple phrases and sentences that can be read by others  **Spelling (School Ready)**  Writes some or all of their name  **Spelling (ELG)**  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  **Handwriting (School Ready)**  *Show a preference for a dominant hand. (See PD)*  *Use comfortable grip with good control when holding pens and pencils. (See PD)*  Writes some letters accurately  **Handwriting (ELG)**  *Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. (See PD)*  Write recognisable letters, most of which are correctly formed. | |
| **Phonics Breakdown**  **Nursery**  **Reception** | Nursery will not start phonics in Autumn 1- Time will be spent understanding the ‘unique child’ developing an enabling environment and positive relationships. Assessment phase.  **Phase 2 of ‘Little Wandle’**  **Week 1 and 2:** Time will be spent understanding the ‘unique child’ developing an enabling environment and positive relationships. Assessment phase.  **Week 3:** s, a, t, p  **Week 4**: i, n, m, d  **Week 5:** g, o, c. k, is  **Week 6:** ck, e, u, r, I  **Week 7:** h, b, f, l, the | **Phase 1 of ‘Time for Phonics’**  **Week 1:** Environmental sounds  **Week 2:** Instrumental sounds and body percussion  **Week 3:** Environmental sounds, body percussion, instrumental sounds and rhythm and rhyme.  **Week 4:** Instrumental sounds, rhythm and rhyme and body percussion.  **Week 5:** Alliteration, instrumental sounds and rhythm and rhyme.  **Week 6 and 7:** Review and assess  **Phase 2 and 3 of ‘Little Wandle’**  **Week 1:** Review and assess  **Week 2:** ff, ll, ss, j, put, pull, full, as  **Week 3:** v, w, x, y, and, has, his, her  **Week 4:** sh, th, ng, nk, she, push, he, of  **Week 5:** Words with s/s added at the end e.g. hats, sits and words ending s/z e.g. his, bags, we, me, be  **Week 6:** Review and assess | **Phase 1 of ‘Time for Phonics’**  **Week 1:** Environmental sounds  **Week 2:** Instrumental sounds and body percussion  **Week 3:** Environmental sounds, body percussion, instrumental sounds and rhythm and rhyme.  **Week 4:** Instrumental sounds, rhythm and rhyme and body percussion.  **Week 5:** Alliteration, instrumental sounds and rhythm and rhyme.  **Week 6:** Review and assess  **Phase 3 of ‘Little Wandle’**  **Week 1:** ai, ee, igh, oa  **Week 2**: oo *oo* ar or, was, you, they  **Week 3:** ur, ow, oi, ear, my, by, all  **Week 4:** air, er, words with double letters, are, sure, pure  **Week 5:** longer words | **Phase 1 of ‘Time for Phonics’**  **Week 6:** Alliteration, voice sounds and body percussion  **Week 7:** Voice sounds, instrumental sounds and rhythm and rhyme  **Week 8:** Voice sounds, instrumental sounds, alliteration and body percussion  **Week 9:** Oral blending and segmenting, alliteration and body percussion  **Week 10:** Rhythm and rhyme, oral blending and segmenting, voice sounds  **Phase 3 of ‘Little Wandle’**  **Week 1:** Review ai, ee, igh, oa, oo, ar, or, ur, *oo,* ow, oi, ear and tricky/high frequency words  **Week 2:** Review er, air, words with double letters, longer words and tricky/high frequency words.  **Week 3:** Words with two or more digraphs and review high frequency and tricky words.  **Week 4:** Longer words, words ending in ing, compound words and review high frequency/tricky words.  **Week 5:** Longer words, words with s in the middle s/z, words ending in s, words with es at the end and review of high frequency/tricky words. | **Phase 1 of ‘Time for Phonics’**  **Week 6:** Alliteration, voice sounds and body percussion  **Week 7:** Voice sounds, instrumental sounds and rhythm and rhyme  **Week 8:** Voice sounds, instrumental sounds, alliteration and body percussion  **Week 9:** Oral blending and segmenting, alliteration and body percussion  **Week 10:** Rhythm and rhyme, oral blending and segmenting, voice sounds  **Week 11:** Review and Assess  **Phase 4 of ‘Little Wandle’**  **Week 1:** Review and assess  **Week 2:** Short vowels CVCC, said, so, have, like  **Week 3:** Short vowels CVCC and CCVC, some, come, love, do  **Week 4:** Short vowels CCVCC, CCCVC, CCCVCC, were, here, little, says  **Week 5:** longer words, compound words and there, when, what, one  **Week 6:** root words ending in ing, ed, t, ed, id, est, out, today | **Phase 1 of ‘Time for Phonics’**  **Week 1:** Review and assess  **Week 9:** Oral blending and segmenting, alliteration and body percussion  **Week 10:** Rhythm and rhyme, oral blending and segmenting, voice sounds  **Phase 2 of ‘Little Wandle’**  **Week 1**: s, a, t, p  **Week 2**: i, n, m, d  **Week 3 and 4:** Review, assess and hand over to Reception teacher  **Phase 4 of ‘Little Wandle’**  **Week 1;** Long vowel sounds CVCC, CCVC and review all high frequency/tricky words.  **Week 2**: Long vowel sounds CCVC, CCCVC, CCV, CCVCC and review all high frequency/tricky words.  **Week 3:** Words ending in s/s, s/z, es, longer words and review all high frequency/tricky words.  **Week 4:** root words ending in ing, ed, t, ed, d, and review high frequency/tricky words.  **Week 5:** Root words ending in er, est, longer words and review all high frequency/tricky words.  **Week 6 and 7:** Review and assess handover to year one teacher. |
| **Curriculum Links** | **Early Years:** Communication and Language, Physical Development  **Whole School:** Writing | | | | | |
| **Other schemes, programmes, interventions to support this** | **COMMUNICATE SPEECH AND LANGUAGE SUPPORT**  Communicate baseline the children on their speech and language. Target children are then highlighted and next steps are put in place. Communicate work with these target children weekly and key workers support children throughout continuous provision in target areas.  **TIME FOR PHONICS**  This is the Phase One scheme of work that we use in Nursery. This prepares the children well for learning to recognise the different sounds in and around their environment. It teaches the children how to move and control their mouths in order to make sounds in different ways. Children begin more formal phonics sessions in Autumn 2, once they have learnt how to listen and sit appropriate for longer activities. Children will learn to do this in Autumn 1.  **LITTLE WANDLE**  Reception children learn to read through Little Wandle. Graphemes, phonemes and tricky words are taught progressively. See grid above. Nursery children are exposed to the first steps of Little Wandle as they are preparing for school readiness. Reception continue their phonics up to phase 4 to prepare them for Year One reading expectations (see whole school curriculum).  **CONTINUOUS PROVISION**  Children have access to various writing materials across the different areas of provision both indoors and on occasions outdoors. Children are encouraged to use these independently and to explore writing freely. Children have their own writing books which pivotal writing is evidenced in.  **SQUIGGLE**  In Nursery children use gross motor movement exercises daily to encourage children to develop and move their shoulder and arm movements. Research shows that this in turn supports better control and coordination of fine motor later down the line. In Reception we use conitinue using Squiggle with a focus on making letter shape movements. These begin big and are finally more controlled to help children form letters correctly when handwriting. Squiggle me into a write follows the Little Wandle scheme of work in phonics.  **DOUGH DISCO**  Children have daily dough disco sessions to provide opportunities to ‘exercice fingers’ in order to develop the fine motor movements needed to use different tools. Children’s hand eye control are worked on throughout these sessions supporting the development of handwriting by the end of Reception year.    **TALES TOOLKIT**  In Nursery and the Reception Autumn term children are exposed to Tales Toolkit where children learn about how stories are structured. Children learn to recognise, talk about and write about character, settings, problems and solutions in the stories they read. This prepares the children for composing their own stories.  **TALK4WRITING**  Reception class begin Talk 4 Writing in Spring and continue to use the methods found in this scheme in Summer. Children learn to retell stories (particularly traditional tales), map stories out, write about them in detail before rewriting their own stories. This supports children in achieving the writing ELG at the end of the year and prepares children for the transition into Year One. | | | | | |
| **Enrichment** | **Dinosaur visit**- Writing opportunities are provided in the lead up to the dinosaur visit. Children will discover a dinosaur egg in our outdoor area which will engage children in writing. | **Grandparents Afternoon-** Children write for a purpose creating their own invitations for the event. | **Visitors with different professions-** We will ask our visitors how learning English at school has helped them to do their job well. | https://lh3.googleusercontent.com/R3b1viKzAaNeUKgh_rpqh53SzpPr7whC1cs3GixpagCZhuUzqjeYDLzs1DVY6o6Pnw_XW7NzsJiB4RYJFeZ0Tp3f9r6jkqYI5TZdZo__zQiA1iyT-mglHcUW7LRAtwHcMSBdoI0hOgCbNjcP8VaL5smSCugJzQnLq1J1GNXjTBOB812Jm58LjtATqtPmzA**Mothers Pamper Day**- Children write for a purpose creating their own invitations for the event. | https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA**Buddy Baking**- Children to write thank you notes/letters to their buddy after the event encouraging children to write for a purpose. | https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA**Fathers Day**- Children write for a purpose creating their own invitations for the event. |

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| **Maths**  **White Rose Maths Scheme**  **Nursery**  **Reception** | **Just Like Me**  Matching and Sorting  Talk about and explore 2D and 3D shapes using informal and mathematical language  Match the number symbol with its cardinal number  Comparing amounts  Compare quantities using language more than fewer than.  Compare numbers  Comparing size mass & capacity  Make comparisons between objects relating to size, weight and capacity  Compare length, weight and capacity  Exploring pattern  Talk about and identifies the patterns around them. For example stripes on clothes. Use informal language like pointy and spotty.  Extend and create ABAB patterns  Notice and correct an error in a repeating pattern  Continue, copy and create repeating patterns | **It’s Me 1, 2, 3**  Representing 1, 2, 3  Develop fast recognition of up to 3 objects, without having to count them individually (subitising)  Subitise  Say one number for each item in order.  Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)  Counts objects, actions and sounds  Show finger numbers up to 3.  Links numerals and amounts up to 3.  Link the number symbol with its cardinal number value  Experiments with their own symbols and marks as well as numerals.  Comparing 1, 2, 3  Compare quantities using language more than and fewer than up to three.  Compare numbers  Composition of 1, 2, 3  Understand the one more than one less than relationship between consecutive numbers.  Explore the composition of numbers up to 3.  Circles and Triangles  Talk about and explore 2D and 3D shapes using informal and mathematical language  Combine shapes to make new ones e.g. a bigger triangle a smaller circle inside a bigger circle.  Compose and decompose shapes so that children recognise a shape can have other shapes within it as numbers can.  Positional Language  Understand position through words alone.  **Light and Dark**  Representing numbers to 5  Say one number name for each item in order.  Count objects, actions and sounds  Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)  Subitise  Show finger numbers up to 5  Link numerals and amounts  Link the number symbol with its cardinal number value  Compare numbers  Experiment with their own marks and symbols as well as numerals  Solve real world mathematical problems with numbers up to five.  One more or less  Compare quantities using language more than and fewer than up to five.  Understand the one more than and one less than relationship between consecutive numbers  Shapes with 4 sides  Combine shapes to make new ones- an arch a bigger square/rectangle.  Select, rotate and manipulate shapes to develop spatial reasoning skills  Compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can  Time  Begin to describe a sequence of events, real or fictional using words such as first, then  Explore the difference between night and day | **Alive in 5**  Introducing zero  Develop fast recognition of numbers  0-3  Experiment with their own symbols  And marks to represent 0.  Subitise  Link the number value with its  Cardinal number value.  Comparing numbers to 5  Say one number for each item in  Order.  Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)  Solve real world mathematical  Problems with numbers up to 5  Compare numbers to 5  Composition of 4 & 5  Say one number for each item in  Order.  Link numerals and amounts  Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)  Solve real world mathematical  Problems with numbers up to 5  Explore the composition of numbers  Up to 5  Automatically recall number bonds  For numbers 0-5.  Compare mass  Make comparisons between objects in  Relating to weight.  Compare weight  Compare capacity  Make comparisons between objects in  Relation to capacity    Compare capacity  **Growing 6, 7, 8**  6, 7, 8  Develop fast recognition of up to 3  objects, without having to count  them individually (subitising)  Subitise  Say one number for each item in order.  Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)  Counts objects, actions and sounds  Show finger numbers up to 5.  Links numerals and amounts up to 5.  Link the number symbol with its cardinal number value  Experiments with their own symbols and marks as well as numerals.  Combining two amounts  Explore the composition of numbers  Up to 8.  Automatically recall number bonds  For numbers 0-5  Making pairs  Explore the composition of numbers  Up to 8.  Automatically recall number bonds  For numbers 0-5  Length & Height  Make comparisons between objects  Relating to length.  Compare length  Time  Begin to describe a sequence of events, real or fictional using words such as first, then  Orders and sequences important  Times in the day. | **Building 9 & 10**  Counting to 9 and 10  Develop fast recognition of up to 3 objects, without having to count them individually (subitising)  Recite numbers past five  Count beyond 10  Say one number for each item in order.  Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)  Counts objects, actions and sounds  Show finger numbers up to 5.  Links numerals and amounts up to 5.  Link the number symbol with its cardinal number value  Experiments with their own symbols and marks as well as numerals.  Comparing numbers to 10  Explore the composition of numbers to 10  Bonds to 10  Automatically recall number bonds for numbers 0-5 and some to 10.  3D shapes  Talk about and explore 3D shapes  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof.  Combine shapes to make new ones  Select, rotate and manipulate shapes to develop spatial reasoning  Skills  Compose and decompose shapes so that children recognise a shape can have other shapes within it.  Spatial Awareness  Describe a familiar route  Discuss routes and locations using words like in front of and behind.  Patterns  Talk about and identifies the patterns around them. For example stripes on clothes. Use informal language like pointy and spotty.  Extend and create ABAB patterns  Notice and correct an error in a repeating pattern  Continue, copy and create repeating patterns | **Number (School Ready)**  Develop fast recognition of up to 3 objects, without having to count them individually (subitising)  Recite numbers past five  Say one number for each item in  Order.  Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)  Show finger numbers up to 5.  Links numerals and amounts up to 5.  Experiments with their own symbols and marks as well as numerals.  Solve real world mathematical  Problems with numbers up to 5  Compare quantities using language more than and fewer than.  **Shape, positional language and measurement (School Ready)**  Talk about and explore 2D and 3D shapes using informal mathematical language.  Select shapes appropriately  Combine shapes to make new ones  Understand position through words alone.  Describe a familiar route  Discuss routes and locations using words like in front of and behind.  Make comparisons between objects relating to size, length, weight and capacity.  Talk about and identify patterns around them  Extend and create ABAB patterns  Notice and correct an error in a repeating pattern  Begin to describe a sequence of events.  **To 20 and beyond (Number ELG)**  Build numbers beyond 10  Verbally count beyond 20 recognising the pattern of the counting system.  Count patterns beyond 10  Verbally count beyond 20 recognising the pattern of the counting system.  Spatial reasoning  Match, rotate, manipulate  **First, then now (Number ELG)**  Adding more  Subitise up to 5  Automatically recall number bonds up to 5 and some number bonds up to 10.  Compare quantities up to ten in different contexts recognising when one quantity is greater than, less than or the same as the other quantity.  Taking away  Subitise up to 5  Automatically recall number bonds up to 5 and some number bonds up to 10.  Compare quantities up to ten in different contexts recognising when one quantity is greater than, less than or the same as the other quantity.  Spatial reasoning  Compose and decompose  Have a deep understanding of number to 10 including the composition of each number. | **Number (School Ready)**  Develop fast recognition of up to 3 objects, without having to count them individually (subitising)  Recite numbers past five  Say one number for each item in  Order.  Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)  Show finger numbers up to 5.  Links numerals and amounts up to 5.  Experiments with their own symbols and marks as well as numerals.  Solve real world mathematical  Problems with numbers up to 5  Compare quantities using language more than and fewer than.  **Shape, positional language and measurement (School Ready)**  Talk about and explore 2D and 3D shapes using informal mathematical language.  Select shapes appropriately  Combine shapes to make new ones  Understand position through words alone.  Describe a familiar route  Discuss routes and locations using words like in front of and behind.  Make comparisons between objects relating to size, length, weight and capacity.  Talk about and identify patterns around them  Extend and create ABAB patterns  Notice and correct an error in a repeating pattern  Begin to describe a sequence of events.  **Find my Pattern (Numerical Pattern ELG)**  Doubling  Automatically recall number bonds up to 5 and some number bonds up to 10 including double facts.  Sharing and grouping  Explore and represent patterns within number up to 10, including how quantities can be distributed equally.  Even and odd  Explore and represent patterns within number up to 10, including evens and odds.  Spatial reasoning  Visualise and build  **On the Move (Numerical Pattern and Number ELG)**  Deepening understanding  Patterns and relationships  Spatial mapping  Mapping  Have a deep understanding of number to 10 including the composition of each number.  Subitise up to 5  Automatically recall number bonds up to 5 and some number bonds up to 10 including doubling facts.  Verbally count beyond 20 recognising the pattern of the counting system.  Compare quantities up to ten in different contexts recognising when one quantity is greater than, less than or the same as the other quantity.  Automatically recall number bonds up to 5 and some number bonds up to 10. |
| **Curriculum Links** | **Early Years:** Communication & Language  **Whole School:** Maths | | | | | |
| **C:\Users\a.riches\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\8AD52FBE.tmpOther schemes, programmes, interventions to support this** | **WHITE ROSE SCHEME OF WORK**  To ensure that we teach Number and shape, space and measure in progressive steps, we have chosen to follow the White Rose Scheme of work for Maths in Reception class. We follow a Mastery Maths approach introducing children to various representations of number. We introduce children to reasoning and problem solving using the steps laid out in the scheme of work. In Nursery, the scheme of work is used to create a bank of resources and alternative ways to teach representation in Maths. The scheme is used to support teachers planning. The scheme of work continues to be followed throughout the rest of school giving children the stepping stones needed to continue developing Maths during their time at Hambleton.  **CONTINUOUS PROVISION**  We have chosen to use continuous provision to ensure that children have the opportunity to practise what they have learnt in Maths throughout their play. We encourage this by carefully selecting resources which will provide opportunities to practise number, shape, space and measure. Teachers develop understanding further by carefully selecting mathematical language and introducing further problems for children to solve using a play based approach. | | | | | |
| **Enrichment** | **Dinosaur Visit-** See other curriculum links | **Grandparents Afternoon-** Maths equipment will be set up in the hall for grandparents to freely access with their grandchildren. We will use this as an opportunity to share with them how we use these resources. | **Visitors with different jobs-** Visitors will be encouraged to talk about how Maths has helped them to get better at their job. | https://lh3.googleusercontent.com/R3b1viKzAaNeUKgh_rpqh53SzpPr7whC1cs3GixpagCZhuUzqjeYDLzs1DVY6o6Pnw_XW7NzsJiB4RYJFeZ0Tp3f9r6jkqYI5TZdZo__zQiA1iyT-mglHcUW7LRAtwHcMSBdoI0hOgCbNjcP8VaL5smSCugJzQnLq1J1GNXjTBOB812Jm58LjtATqtPmzA**NSPCC Number Day**- Children will explore number in different contexts. Children will be exposed to using bigger numbers and different equipment whilst working alongside their buddies. | https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA**Buddy Baking**- Children will have opportunities to learn about mass. They will learn to add more or less ingredients depending on their weight. Children will learn to count out cups and spoons. | **Fashion Show**- Children will explore size, pattern, length and shape ‘in a context’. Children will need to make sure their outfits are the correct size before decorating and will learn to explore pattern and shape to create their own fashion statements. |

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| **PRIME** | **Autumn 1- Jurassic Park**  **‘Preparing for History’** | **Autumn 2- Let’s celebrate**  **‘Preparing for wider RE’** | **Spring 1- Ahoy There**  **‘Preparing for Geography’** | **Spring 2- Down in the Jungle**  **‘Preparing for Science’** | **Summer 1- Traditional Tales** | **Summer 2- Vogue** |
| **Characteristics of Effective Learning** | https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sAWe recognise that children learn in different ways. Children’s learning styles often evolve as children discover new ways to problem solve through play based activities. We ensure that the following characteristics of effective learning are apparent in our enabling environment by carefully planning learning opportunities across a play based learning environment. These continue to be reflected upon across the school year. Our three areas of focus are:  ***Playing and Exploring- Having a go Active Learning- Keep on trying Creating and thinking critically- Having own ideas*** | | | | | |
| **Understanding the World**  **Nursery**  **Reception** | **Preparing for Science- The natural world**  Use all their senses in hands on-exploration of natural materials  Explore collections of materials with similar and/or different properties  Talk about what they see, using a wide vocabulary  Explore how things work  https://lh4.googleusercontent.com/eZInIrfM4MF76OHzfPkac6ox5WiPjkD9V7C6l6b-DeP5PIJNzyyBMQ-6zimvjeW4h0pkueeRzXINjfhGnNyTzlFepD9rXp-DJoPbJ3-VjS5_JHwybqYx7Cjwbk1xJ-YZVYrNJUkTtOAMBSewph9go9DYFvGGem9Bc-qaAIJYB3v6qjAPjQ5Pa6IG01NaI_Qr  Plant seeds and care for growing plants  Understand the key features of the life cycle of a plant and an animal  Begin to understand the need to respect and care for the natural environment and all living things  Explore and talk about different forces they can feel  Talk about the differences between materials and changes they notice  Explore the natural world around them  Describe what they see, hear and feel whilst outside  https://lh4.googleusercontent.com/eZInIrfM4MF76OHzfPkac6ox5WiPjkD9V7C6l6b-DeP5PIJNzyyBMQ-6zimvjeW4h0pkueeRzXINjfhGnNyTzlFepD9rXp-DJoPbJ3-VjS5_JHwybqYx7Cjwbk1xJ-YZVYrNJUkTtOAMBSewph9go9DYFvGGem9Bc-qaAIJYB3v6qjAPjQ5Pa6IG01NaI_Qr  Understand the effect of changing seasons on the natural world around them  **Preparing for History- Past and Present**  Begin to make sense of their own life-story and family’s history  Show interest in different occupations    Talk about members of their immediate family and community  Name and describe people who are familiar to them  Comment on images of familiar situations in the past  Compare and contrast characters from stories, including figures from the past  **Preparing for Geography- The natural world**  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos  Draw information from a simple map  https://lh3.googleusercontent.com/R3b1viKzAaNeUKgh_rpqh53SzpPr7whC1cs3GixpagCZhuUzqjeYDLzs1DVY6o6Pnw_XW7NzsJiB4RYJFeZ0Tp3f9r6jkqYI5TZdZo__zQiA1iyT-mglHcUW7LRAtwHcMSBdoI0hOgCbNjcP8VaL5smSCugJzQnLq1J1GNXjTBOB812Jm58LjtATqtPmzA  Recognise some similarities and differences between life in this country and life in other countries  Recognise some environments that are different to the one in which they live | | | | Show interest in different occupations  **Preparing for Science- The natural world (School Ready)**  Use all their senses in hands on-exploration of natural materials  Explore collections of materials with similar and/or different properties  Talk about what they see, using a wide vocabulary  Explore how things work  https://lh4.googleusercontent.com/eZInIrfM4MF76OHzfPkac6ox5WiPjkD9V7C6l6b-DeP5PIJNzyyBMQ-6zimvjeW4h0pkueeRzXINjfhGnNyTzlFepD9rXp-DJoPbJ3-VjS5_JHwybqYx7Cjwbk1xJ-YZVYrNJUkTtOAMBSewph9go9DYFvGGem9Bc-qaAIJYB3v6qjAPjQ5Pa6IG01NaI_Qr  Plant seeds and care for growing plants  Understand the key features of the life cycle of a plant and an animal  Begin to understand the need to respect and care for the natural environment and all living things  https://lh4.googleusercontent.com/eZInIrfM4MF76OHzfPkac6ox5WiPjkD9V7C6l6b-DeP5PIJNzyyBMQ-6zimvjeW4h0pkueeRzXINjfhGnNyTzlFepD9rXp-DJoPbJ3-VjS5_JHwybqYx7Cjwbk1xJ-YZVYrNJUkTtOAMBSewph9go9DYFvGGem9Bc-qaAIJYB3v6qjAPjQ5Pa6IG01NaI_Qr  Explore and talk about different forces they can feel  Talk about the differences between materials and changes they notice  **Preparing for Science- The Natural world (ELG)**  https://lh4.googleusercontent.com/eZInIrfM4MF76OHzfPkac6ox5WiPjkD9V7C6l6b-DeP5PIJNzyyBMQ-6zimvjeW4h0pkueeRzXINjfhGnNyTzlFepD9rXp-DJoPbJ3-VjS5_JHwybqYx7Cjwbk1xJ-YZVYrNJUkTtOAMBSewph9go9DYFvGGem9Bc-qaAIJYB3v6qjAPjQ5Pa6IG01NaI_QrExplore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences of what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  **Preparing for History- Past and Present (School Ready)**  Begin to make sense of their own life-story and family’s history  **Preparing for History- Past and Present (ELG)**  Talks about the lives of people around them and their roles in society.  Knows some similarities and differences between things in the past and now drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling.  **Preparing for Geography- The natural world (School Ready)**  https://lh3.googleusercontent.com/R3b1viKzAaNeUKgh_rpqh53SzpPr7whC1cs3GixpagCZhuUzqjeYDLzs1DVY6o6Pnw_XW7NzsJiB4RYJFeZ0Tp3f9r6jkqYI5TZdZo__zQiA1iyT-mglHcUW7LRAtwHcMSBdoI0hOgCbNjcP8VaL5smSCugJzQnLq1J1GNXjTBOB812Jm58LjtATqtPmzAKnow that there are different countries in the world and talk about the differences they have experienced or seen in photos  **Preparing for Geography- The natural world (ELG)**  Describe their immediate environment using knowledge from observation, discussion, stories non fiction texts and maps  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps.  https://lh4.googleusercontent.com/eZInIrfM4MF76OHzfPkac6ox5WiPjkD9V7C6l6b-DeP5PIJNzyyBMQ-6zimvjeW4h0pkueeRzXINjfhGnNyTzlFepD9rXp-DJoPbJ3-VjS5_JHwybqYx7Cjwbk1xJ-YZVYrNJUkTtOAMBSewph9go9DYFvGGem9Bc-qaAIJYB3v6qjAPjQ5Pa6IG01NaI_Qrhttps://lh3.googleusercontent.com/R3b1viKzAaNeUKgh_rpqh53SzpPr7whC1cs3GixpagCZhuUzqjeYDLzs1DVY6o6Pnw_XW7NzsJiB4RYJFeZ0Tp3f9r6jkqYI5TZdZo__zQiA1iyT-mglHcUW7LRAtwHcMSBdoI0hOgCbNjcP8VaL5smSCugJzQnLq1J1GNXjTBOB812Jm58LjtATqtPmzAKnow some similarities and differences between the natural world around them and contrasting environments drawing on their experiences of what has been read in class. | |
| **Our RE curriculum** | **Special People**  **Key Question:** What makes people special?  **Religion:** Christianity/Judaism | **Christmas**  **Key Question:** What is Christmas?  **Religion:** Christianity/Judaism | **Celebrations**  **Key Question:** How do people celebrate?  **Religion:** Hinduism | **Easter**  **Key Question:** What is Easter?  **Religion:** Christianity | **Stories**  **Key Question:** What can we learn from stories?  **Religion:** Christianity/Islam/Hinduism/Sikhism | **Special Places**  **Key Question:** What makes places special?  **Religion:** Judaism |
| **Preparing for wider RE- People, culture and communities**  Continue developing positive attitudes about the differences between people  https://lh3.googleusercontent.com/R3b1viKzAaNeUKgh_rpqh53SzpPr7whC1cs3GixpagCZhuUzqjeYDLzs1DVY6o6Pnw_XW7NzsJiB4RYJFeZ0Tp3f9r6jkqYI5TZdZo__zQiA1iyT-mglHcUW7LRAtwHcMSBdoI0hOgCbNjcP8VaL5smSCugJzQnLq1J1GNXjTBOB812Jm58LjtATqtPmzA  Understand that some places are special to members of their community  Recognise that people have different beliefs and celebrate special times in different ways | | | | **Preparing for wider RE- People, culture and communities (School Ready)**  Continue developing positive attitudes about the differences between people  **Preparing for wider RE- People, culture and communities (ELG)**  Describe their immediate environment using knowledge from observation, discussion, stories non fiction texts and maps  https://lh3.googleusercontent.com/R3b1viKzAaNeUKgh_rpqh53SzpPr7whC1cs3GixpagCZhuUzqjeYDLzs1DVY6o6Pnw_XW7NzsJiB4RYJFeZ0Tp3f9r6jkqYI5TZdZo__zQiA1iyT-mglHcUW7LRAtwHcMSBdoI0hOgCbNjcP8VaL5smSCugJzQnLq1J1GNXjTBOB812Jm58LjtATqtPmzAKnow some similarities and differences between different religious and cultural communities in this country. Drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps. | |
| **Preparing for Computing**  *See Communication and Language and Maths* | **Autumn- Photography**  To explore and tinker with hardware to develop familiarity and introduce relevant vocabulary  To recognise that a range of technology is used in places such as homes and schools  To learn how to operate an iPad and use it to take photographs | | **Spring- Programming**  To follow instructions as part of practical activities and games and how to ‘debug’ when something goes wrong  To learn to give simple instructions  https://lh3.googleusercontent.com/yB1HXF4wa7oKOqsfq0iuFd1ueu8n0vSSFDzBPtrRXUDkRiOaiUqfOIJ20W7E_9HSLwcE13yPifh1Z6270p46AQ-lnh01CNiV1hmUgBpNdMzl3nat87XL7PnxEnbsWKpbkPZZJs7R_zU-Cda7N8a1l6F90CoGLw0pB-HiaFANt3wJPMfXntIBvawmAVdpQccuTo learn that an algorithm is a set of instructions to carry out a task in a specific order  To follow a simple sequence of instructions  To experiment with programming a beebot | | **Summer- Mouse Control**  To learn what a mouse is and to develop basic mouse skills such as moving and clicking  To use a simple online paint tool to create digital art | |
| **Forest School** | **Exploring Autumn and Winter**  Mini beasts-Senses-Leaf discovery- weather/clothing-Arts & Crafts | | **Exploring Winter and Spring**  Mini beasts-Senses-Leaf discovery- weather/clothing-Arts & Crafts | | **Exploring Spring and Summer**  Mini beasts-Senses-Leaf discovery- weather/clothing-Arts & Crafts | |
| **Curriculum Links** | **Early Years:** Communication & Language, Physical Development, Maths  **Whole School:** Science, History, Geography, RE, Computing | | | | | |
| **Other schemes, programmes, interventions to support this** | **RE JIGSAW DISCOVERY SCHEME OF WORK**  To ensure that we expose children to all religions and cultures we use Discovery RE. This breaks up our development matters statements into small progressive steps, highlighting key festivals and traditions which children will discover through stories and guided activities. The scheme continues to be followed across schools providing children with the foundations to learn ‘wider RE’ as they move into Year One.  **KAPOW COMPUTING SCHEME OF WORK**  Although there is no longer a specific requirement to teach technology in the Early Years, we believe that computing is a fundamental part of all children’s learning in Hambleton. In an ever increasing technological world, the children need to have a good understanding of how to use technology. We therefore introduce technology in the Early Years including it as part of our continuous provision and through teaching elements of computing in ‘one off’ guided activities. We choose the most relevant parts of the scheme of work to match the needs of our intake. Therefore what we choose to teach in computing often changes dependent on what the children already know.  **CONTINUOUS PROVISION**  Children use both their indoor and outdoor provision to find out about the world. Children are encouraged to make their own discoveries which often lead us into new learning. Children are encouraged to find out about the world using the technology they have available to them. Children are shown how to use iPads to access learning and further research in order to develop and enhance their play.  **FOREST SCHOOL**  All children visit our Forest School once a week. Activities are carefully planned to ensure that children are able to freely explore their natural environment using what they have readily available to them. We use ‘preparing for Science’ as one of our main focuses when planning activities for our Forest School. | | | | | |
| **Enrichment** | **Dinosaur visit**- Children learn about discoveries from the past and recognise events which happened a long long time ago. | **Grandparents Afternoon-** Children freely talk about their families, traditions and special events comparing them with others. | **Visitors with different professions-** Children are able to discuss other occupations away from those they are usually surrounded in. | https://lh3.googleusercontent.com/R3b1viKzAaNeUKgh_rpqh53SzpPr7whC1cs3GixpagCZhuUzqjeYDLzs1DVY6o6Pnw_XW7NzsJiB4RYJFeZ0Tp3f9r6jkqYI5TZdZo__zQiA1iyT-mglHcUW7LRAtwHcMSBdoI0hOgCbNjcP8VaL5smSCugJzQnLq1J1GNXjTBOB812Jm58LjtATqtPmzA**Mothers Pamper Day**- Children freely talk about their families, traditions and special events comparing them with others.. | https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA**Buddy Baking**- Science language is used looking at the changing states of matter. | https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA**Fathers Day**- Children freely talk about their families, traditions and special events comparing them with others. |

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| **PRIME** | **Autumn 1- Jurassic Park** | **Autumn 2- Let’s celebrate** | **Spring 1- Ahoy There** | **Spring 2- Down in the Jungle** | **Summer 1- Traditional Tales** | **Summer 2- Vogue**  **‘Preparing for Art & DT’** |
| **Characteristics of Effective Learning** | https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sAWe recognise that children learn in different ways. Children’s learning styles often evolve as children discover new ways to problem solve through play based activities. We ensure that the following characteristics of effective learning are apparent in our enabling environment by carefully planning learning opportunities across a play based learning environment. These continue to be reflected upon across the school year. Our three areas of focus are:  ***Playing and Exploring- Having a go Active Learning- Keep on trying Creating and thinking critically- Having own ideas*** | | | | | |
| **Expressive Arts & Design**  **Nursery**  **Reception** | **Preparing for DT- Creating with Materials**  -Explore different materials freely, to develop their ideas about how to use them and what to make.  -Develop their own ideas and then decide which materials to use to express them.  -Join different materials and explore different textures  -Explore, use and refine a variety of artistic effects to express their ideas and feelings.  -Return to and build on their previous learning, refining ideas and developing their ability to represent them.  -Create collaboratively, sharing ideas, resources and skills  **Preparing for Art- Creating with Materials**  -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.  -Use drawing to represent ideas like movement or loud noises.  -Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  -Explore colour and colour-mixing.  -Explore, use and refine a variety of artistic effects to express their ideas and feelings.  -Return to and build on their previous learning, refining ideas and developing their ability to represent them.  -Create collaboratively, sharing ideas, resources and skills  **Supporting Story Telling, Drama & Role Play- Being Imaginative and Expressive**  -Take part in simple pretend play, using an object to represent something else even though they are not similar.  -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  -Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA  -Develop storylines in their pretend play | | | | **Preparing for DT- Creating with Materials (School Ready)**  -Explore different materials freely, to develop their ideas about how to use them and what to make.  -Develop their own ideas and then decide which materials to use to express them.  -Join different materials and explore different textures  **Preparing for DT- Creating with Materials (ELG)**  -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  -Share their creations, explaining the process they have used.  **Preparing for Art- Creating with Materials (School Ready)**  -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.  -Use drawing to represent ideas like movement or loud noises.  -Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  -Explore colour and colour-mixing.  **Preparing for Art- Creating with Materials (ELG)**  -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  -Share their creations, explaining the process they have used.  **Supporting Story Telling, Drama & Role Play- Being Imaginative and Expressive (School Ready)**  -Take part in simple pretend play, using an object to represent something else even though they are not similar.  -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  -Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  **Supporting Story Telling, Drama & Role Play-Being Imaginative and Expressive (ELG)**  **-** Make use of props and materials when role playing characters in narratives and stories.  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA-Invent, adapt and recount narratives and stories with peers and their teacher. | |
| **Our Music Curriculum** | **Me!**  -Listen and respond to different styles of music  -Embedding foundations of the interrelated dimensions of music  -Learning to sing with nursery rhymes and songs  -Improvising leading to playing instruments  -Share and perform the learning that has taken place  -Listen with increased attention to sounds.  -Respond to what they have heard, expressing their thoughts and feelings  -Remember and sing entire songs.  -Sing the pitch of a tone sung by another person (‘pitch match’).  -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  -Create their own songs or improvise a song around one they know.  -Play instruments with increasing control to express their feelings and ideas.  -Listen attentively, move to and talk about music, expressing their feelings and responses.  -Watch and talk about dance and performance art, expressing their feelings and responses  -Sing in a group or on their own, increasingly matching the pitch and following the melody  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA-Explore and engage in music making and dance, performing solo or in groups. | **My Stories!**  -Listen and respond to different styles of music  -Embedding foundations of the interrelated dimensions of music  -Learning to sing with nursery rhymes and songs  -Improvising leading to playing instruments  -Share and perform the learning that has taken place  -Listen with increased attention to sounds.  -Respond to what they have heard, expressing their thoughts and feelings  -Remember and sing entire songs.  -Sing the pitch of a tone sung by another person (‘pitch match’).  -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  -Create their own songs or improvise a song around one they know.  -Play instruments with increasing control to express their feelings and ideas.  -Listen attentively, move to and talk about music, expressing their feelings and responses.  -Watch and talk about dance and performance art, expressing their feelings and responses  -Sing in a group or on their own, increasingly matching the pitch and following the melody  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA-Explore and engage in music making and dance, performing solo or in groups. | **Everyone!**  -Listen and respond to different styles of music  -Embedding foundations of the interrelated dimensions of music  -Learning to sing with nursery rhymes and songs  -Improvising leading to playing instruments  -Singing and learning to play instruments within a song  -Share and perform the learning that has taken place  -Listen with increased attention to sounds.  -Respond to what they have heard, expressing their thoughts and feelings  -Remember and sing entire songs.  -Sing the pitch of a tone sung by another person (‘pitch match’).  -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  -Create their own songs or improvise a song around one they know.  -Play instruments with increasing control to express their feelings and ideas.  -Listen attentively, move to and talk about music, expressing their feelings and responses.  -Watch and talk about dance and performance art, expressing their feelings and responses  -Sing in a group or on their own, increasingly matching the pitch and following the melody  -Explore and engage in music making and dance, performing solo or in groups. | **Our World!**  -Listen and respond to different styles of music  -Embedding foundations of the interrelated dimensions of music  -Learning to sing with nursery rhymes and songs  -Improvising leading to playing instruments  -Singing and learning to play instruments within a song  -Share and perform the learning that has taken place  -Listen with increased attention to sounds.  -Respond to what they have heard, expressing their thoughts and feelings  -Remember and sing entire songs.  -Sing the pitch of a tone sung by another person (‘pitch match’).  -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  -Create their own songs or improvise a song around one they know.  -Play instruments with increasing control to express their feelings and ideas.  -Listen attentively, move to and talk about music, expressing their feelings and responses.  -Watch and talk about dance and performance art, expressing their feelings and responses  -Sing in a group or on their own, increasingly matching the pitch and following the melody  -Explore and engage in music making and dance, performing solo or in groups. | **Big Bear Funk!**  -Embedding foundations of the interrelated dimensions of music  -Learn to sing Big Bear Funk  -Playing instruments within the song  -Improvisation using voices and instruments  -Riff based composition  -Share and perform the learning that has taken place.  -Listen with increased attention to sounds.  -Respond to what they have heard, expressing their thoughts and feelings  -Remember and sing entire songs.  -Sing the pitch of a tone sung by another person (‘pitch match’).  -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  -Create their own songs or improvise a song around one they know.  -Play instruments with increasing control to express their feelings and ideas.  -Sing a range of well-known nursery rhymes and songs.  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | **Reflect, Rewind & Replay!**  -Listen and appraise  -Continue to embed the foundations of interrelated dimensions of music  -Sing and revisit nursery rhymes and songs  -Improvisation using voices and instruments  -Riff based composition  -Share and perform the learning that has taken place.  -Listen with increased attention to sounds.  -Respond to what they have heard, expressing their thoughts and feelings  -Remember and sing entire songs.  -Sing the pitch of a tone sung by another person (‘pitch match’).  -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  -Create their own songs or improvise a song around one they know.  -Play instruments with increasing control to express their feelings and ideas.  -Sing a range of well-known nursery rhymes and songs.  https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |
| **Curriculum Links** | **Early Years:** Communication & Language, Physical Development  **Whole School:** Art, Design Technology, Music | | | | | |
| **Other schemes, programmes, interventions to support this** | **CHARANGA MUSIC SCHEME OF WORK**  To ensure that we teach the correct language and terminology to the children early on, we use the Charanga scheme of work to help break lessons down into simple steps. The Scheme has a visual teaching aid which the children use to support them in learning beats, rhythms and new songs. The rest of the school continue to use charanga preparing the children well for starting KS1.  **CONTINUOUS PROVISION**  Both indoor and outdoor provision has been set up so that children can access Art, Music and DT skills throughout their play. There are opportunities to do this in both large or small scale including drawing, painting, modelling, role play and construction. Adults are available in continuous provision to develop language and to encourage children to evaluate and improve their creations. | | | | | |
| **Enrichment** | **Dinosaur visit**- See other curriculum links | **Nativity-** Children will learn and perform new songs in front of an audience. | **Visitors with different professions-** Opportunities to listen and ask questions to a variety of different visitors about how Art, DT or Music helps them in their jobs. | https://lh3.googleusercontent.com/R3b1viKzAaNeUKgh_rpqh53SzpPr7whC1cs3GixpagCZhuUzqjeYDLzs1DVY6o6Pnw_XW7NzsJiB4RYJFeZ0Tp3f9r6jkqYI5TZdZo__zQiA1iyT-mglHcUW7LRAtwHcMSBdoI0hOgCbNjcP8VaL5smSCugJzQnLq1J1GNXjTBOB812Jm58LjtATqtPmzA**Mothers Pamper Day**- Children design and create their own decorations to prepare the classroom for the event. | https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sA**Buddy Baking**- Children will explore using various tools and equipment to create their own bakes. | **https://lh4.googleusercontent.com/YIm8gu0g18_KYdYz5bUQXi8CwgyoNJPngnuQ-Vm4W61fXAKvkajoQb3mhD_mSXaJW0Yj8VBG4gHo5DMyPN6rCQtUDPBOVjCiBf7pYhNNYxvki7vGIMl0EvCpNMqFDmpW8X8DGUUGHD2g3TopwS0LmX6U0N9VCXmPdcco9QtPjsp0n6A0fCW_A8K_HBE_sAFashion Show-** Children will create their own outfits using different cutting and joining technqiues. These will then be displayed in their own fashion show. |

PRIME

Communication & Language

PRIME

Physical Development

PRIME

Personal, Social & Emotional Development

SPECIFIC

English

SPECIFIC

Maths

SPECIFIC

Understanding the World

SPECIFIC

Expressive Arts & Design