



...putting children at the heart of all we think, say and do.

Reception Curriculum SPRING 1



Kings, Queens and Traditional Fairy Tales

The principles of the Early Years Stage Curriculum are to develop the unique child, providing care and support in a safe environment so that every child's full potential is reached. Positive relationships ensure that children feel secure, whilst a rich and varied learning environment allows children to discover the world around them and provides opportunities for challenge whilst remaining safe.

Children require opportunities to develop independence and self-confidence in an environment where they feel valued, respected and cared for. Clear rules help each child feel safe, whilst high but realistic expectations encourage each child to strive to achieve their best. All children develop at different rates and learn in different ways. Therefore, well planned experiences in all areas of learning and development are essential, with purposeful play underpinning the delivery of the Early Years education. A high-quality Early Years education lays the foundations for children, with a focus on developing the whole child and to ensure 'school readiness'.

Reception provides children with a broad range of learning opportunities with the aim to embed firm foundations in the knowledge and skills needed for good future progress. We aim to develop children's cultural capital so that they are able to engage with society and understand the importance of being a good UK and global citizen. A key priority of the RECEPTION is to maintain a determined approach to ensure that children learn to read fluently at an age appropriate level.

From September 2021, the framework will become statutory, replacing the previous framework and the Early Adopter Framework, which early adopter settings have been using since September 2020.

An entirely **new section on Educational Programmes** has been added. The section is introduced by outlining the expectation that **children's cognitive development must proceed hand in hand with their social development**. A reminder that the early years curriculum should focus on developing the whole child and not just cognitive or academic ability.

Additional information has been added regarding the benefits to children of **teaching and support from adults**. These adults should respond to their interests and needs in order to build learning.

There are several changes to the content of the early learning goals (ELG), notably:

- Under **Communication and Language** ELGs, **Listening and Attention** and **Understanding** ELGs have merged to become **Listening, Attention and Understanding**.
- The ELGs under the **Personal, Social and Emotional Development** (PSED) area of learning have been reorganised under the headings: **Self-Regulation, Managing Self** and **Building Relationships**. These ELGs were formerly **Managing Feelings and Behaviour, Self-Confidence and Self-Awareness** and **Making Relationships**.
- Under the **Physical Development** area of learning, the ELGs have become **Gross Motor Skills** and **Fine Motor Skills**. What was called the **Health and Self-Care** ELG has been absorbed within the PSED **Managing Self** ELG.
- The **Mathematics** ELGs are now **Number** and **Numerical Patterns**. There is no longer a **Shape, Space and Measure** ELG.
- There is no longer an ELG for **Technology**, with **Understanding the World** now focusing children's understanding of **Past and Present, People, Cultures and Communities** and **The Natural World**.

Here at Hodge Hill Primary school we recognise and value the importance of the Early Years Curriculum and how it prepares our children at our school to access the primary curriculum and beyond.

We work alongside our parents so that every child will:

- become a successful, engaged learner who enjoys learning and who is knowledgeable and skilled, makes progress and achieves
- Become a successful, engaged learner who is fully prepared for the next stage of their education
- be a confident and articulate individual who leads a safe, healthy and fulfilling life whilst maintaining positive relationships
be an optimistic and responsible citizen who knows that they can make a difference in the world

Every child questions their understanding of our 21st Century world and is equipped with the knowledge, skills and resourcefulness to those questions.

What are we trying to achieve in our school curriculum? (INTENT)

The threads in our curriculum builds our pupils' cultural capital with the knowledge, skills and understanding of the world around them to help them develop into responsible citizens, so that they can make a positive contribution to their community and the wider world. In our curriculum, oracy is a powerful tool for learning: by teaching pupils to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them.

Values

Leaders have taken the three values of Create Partnership Trust, excellence, partnership and perseverance and added alongside the values of integrity, open mind-set and a spirit of adventure.

- **Excellence:** we give our best at work and play; we aim high; we believe in ourselves; we enjoy learning; we love to contribute; we are curious; we celebrate success; we think about our learning; we achieve well independently; we are proud of our work; we understand that there are steps on the way to excellence;
- **Partnership:** a commitment to collaboration – we work together; we listen to each other; we share; we learn from each other; we respect each other; we are sincere; we are good citizens of Birmingham, the United Kingdom and the world; we contribute; we are happy; we feel safe; we look after our schools; we are part of a team; we are part of a family; we help each other to achieve well; we believe that everyone is equal.
- **Perseverance:** continued effort in the face of challenge – we don't give up; we try our best; we are not afraid to make mistakes; we learn from our mistakes; we can talk about our learning; we take responsibility for our learning; we help to make our own futures; we can change if we need to; we can find solutions; we look forward; we have the courage to make difficult decisions.
- **Integrity:** is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values; we are honest and truthful about our own actions; we do the right thing even when no one else is looking; we act with understanding, accepting and choose to live in accordance with our principles which include honesty, fairness and decency.
- **Open mind-set:** a characteristic that involves being receptive to a wide variety of ideas, arguments and information; having the ability to think critically and rationally; we are open to other ideas and perspectives to enable us to see all of the factors that contribute to problems or come up with effective solutions; we have the ability to step outside of our own comfort zone and consider other perspectives and ideas; we are open to new ideas and experiences even if these conflict with our existing beliefs; we ask questions and actively search for information that challenges our own beliefs; we are committed to the belief that other people should be free to express their beliefs and arguments even if they do not correspond with our own.
- **Spirit of adventure:** we embrace exciting, unusual or unfamiliar experiences; we partake fully in exciting and enterprising opportunities to further and/or apply our learning; we are bold; we are willing to try new things; we embrace risk taking as we know how to do so appropriately; we are pioneers; we are innovators; we are adventurers in our learning.



Curriculum threads

Our curriculum threads are six broad themes that connect the learning across the school. The threads are designed to support our curriculum mission and narrative while putting the child at the heart of all we think, say and do. The curriculum is powered through oracy; teaching our pupils the skills that are needed to be an effective speaker and listener and by putting reading at the heart of all learning. Leaders draw upon literature and evidence-based research from a myriad of sources in conjunction with the thoughts and feelings, ideas and innovation of our pupils, staff, parents and Create Partnership Trust.

Curriculum Threads (based upon ideas from Three Bridges Primary School)	Mind, body and soul: Our Physical and mental well-being	Our place in the world: Identity and Community	Nurturing nature: Sustainable development	What we are striving for: Peace v Conflict	Using our voice for good: Power and governance	Citizens of the world: Social justice and equity
	Physical and mental health cannot be separated. Poor physical health can lead to an increased risk of developing mental health problems. Conversely, poor mental health can impact negatively upon physical health, leading to an increased likelihood of some conditions occurring. Developing individual well-being is important to future health and happiness: it can also impact positively upon the well-being of the group, school and of the wider community.	Human beings have the same basic needs – it's the ways of meeting these needs that may differ. Differences in class, culture, ethnicity, gender, heritage, language, nationality and status may have significance when explaining these variations and in forming identity. In order to thrive, pupils need to feel confident in their own identity but they also need to be open in engaging positively with other identities and to recognise and challenge stereotypes. We live in an interconnected world. Decisions taken in one place can affect people living elsewhere in the world. The notion of community underpins our sense of interconnectivity and we must shape our pupils to know they and their decisions could affect others both near and far.	There are a variety of different interpretations of sustainable development but at the heart lies the recognition that our relationship with the earth depends upon our acknowledgement that there are limits to resources and the human rights of all. How we choose to share the earth's resources affects the health of the planet and its inhabitants both now and in the future.	In all communities, regardless of location, size and make up, there are conflicts of interests and disagreements. There is a continual need to develop rules, laws, customs and systems that all people accept as reasonable. Social justice, equity and rights go hand in hand with issues of peace and conflict.	Our world is dependent upon our pupils knowing their role and responsibilities within a given system. Our pupils need to know the importance of their voice but also of multiple voices in the success of a system and that systems need to be built upon equity and equality. Our pupils need to have the skills to challenge inequalities and to use the past as well as their present to inform their future.	All human beings belong to a single human race, share a common humanity and are equal in worth. Consequently, all human beings should have the same basic rights and be treated with equity. Yet, religious, political and societal beliefs do not always reflect this.

Characteristics of Effective Learning		
Playing and Exploring	Active Learning	Creating and Thinking Critically
Finding Out and Exploring	Being Involved and Concentrating	Having their own ideas
<ul style="list-style-type: none"> I am interested in the resources that are here. I am interested in the adults and my friends. I am interested in things that happen when I am playing and learning. E.g. a visitor I use all of my senses; I touch, feel, try, smell, taste and hear to explore the experiences in the environment around me. I keep returning to resources, experiences that I really like that I am interested in and enjoy. I am happy to play with resources that are open ended that mean I need to use my imagination. 	<ul style="list-style-type: none"> I will spend a lot of time doing an activity that I enjoy and am interested in. I am fascinated by the resources in the environment and am always excited when you introduce something new. I am good at staying on track and other noises and children do not easily distract me. I notice my environment and any changes , I know what happens next during my nursery day. I am aware and interested in different adults or visitors to the setting. 	<ul style="list-style-type: none"> I think of my own ideas and use lots of words like " How about" and" what If" and " I have an Idea" and " Let's try this" I remember what I did last time and whether it worked or not. I can change the way I do something to get a different result if I need to.
Using what they know in their play	Keeping on trying	Using what they know to learn new things
<ul style="list-style-type: none"> I use resources in my pretend play e.g. I pretend blocks are mobile phones to call my mum. I use the resources to share my experience e.g. washing the dishes in the home corner. I pretend that I am my dad driving the car outside. I am happy to play with my friends and take on a role e.g. mum, Spiderman, the shop keeper. I act out experiences such as making the tea, rescuing people as Spiderman. 	<ul style="list-style-type: none"> I will keep trying if I start to find things difficult. I will revisit activities or resources to try to work them out for myself. I will try different ways of doing things to try to work them out. If things go wrong, I don't get discouraged, I keep on trying. 	<ul style="list-style-type: none"> I remember what happened before when I did something and use this to help me work out how do other things. I can suggest what I think might happen, what I will see or what I might need to do next. I take the time to test out my ideas.
Being willing to have a go	Enjoying achieving what they set out to do	Choosing ways to do things and finding new ways
<ul style="list-style-type: none"> I am happy to start to play with activities and resources on my own. I look for experiences and resources that give me new skills and are a challenge to me. I don't give up when something goes wrong or it gets hard. I keep having a go. I am not afraid to have a go. 	<ul style="list-style-type: none"> I set my own goals and am so pleased with myself when I meet them. I am proud of how I can work things out, even if the end result wasn't what I thought it would be. Even though I like to be praised, I am happy to try things out, knowing I am doing my best. 	<ul style="list-style-type: none"> I will make a plan and think about how I want to do something. I always check on what is happening and can change my approach if I need to. I think about what I have seen, heard or experienced and am able to talk about what has happened and whether it worked or not.

► Early Learning Goals – Communication and Language
Listening, Attention and Understanding

Old (2017) ELG	New (2021) ELG
Listening and Attention <ul style="list-style-type: none"> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. 	Children at the expected level of development will: <ul style="list-style-type: none"> listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole-class discussions and small-group interactions; make comments about what they have heard and ask questions to clarify their understanding; hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Understanding <ul style="list-style-type: none"> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. 	



► Early Learning Goals – PSED
Self-Regulation

Old (2017) ELG	New (2021) ELG
Managing Feelings and Behaviour <ul style="list-style-type: none"> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. 	Self-Regulation <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

► Early Learning Goals – Communication and Language
Speaking

Old (2017) ELG	New (2021) ELG
Speaking <ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. 	Speaking <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> participate in small-group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; 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.



► Early Learning Goals – PSED
Managing Self

Old (2017) ELG	New (2021) ELG
(PSED) Self-Confidence and Self-Awareness <ul style="list-style-type: none"> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. (PD) Health and Self-Care <ul style="list-style-type: none"> Children know the importance of good health, physical exercise and a healthy diet; they talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 	Managing Self <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> be confident to try new activities and show independence, resilience and perseverance in the face of challenge; explain the reasons for rules, know right from wrong and try to behave accordingly; manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



► Early Learning Goals – PSED
Building Relationships

Old (2017) ELG	New (2021) ELG
Making Relationships <ul style="list-style-type: none"> Children play cooperatively, taking turns with others. They take account of the ideas of others regarding how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 	Building Relationships <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own needs and those of others.

► Early Learning Goals – Expressive Arts and Design

Creating with Materials

Old (2017) ELG

Exploring and Using Media and Materials

- Children sing songs, make music and dance, and experiment with ways of changing them.
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

New (2021) ELG

Creating with Materials

Children at the expected level of development will:

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- share their creations, explaining the process they have used;
- make use of props and materials when role playing characters in narratives and stories.



► Early Learning Goals – Expressive Arts and Design

Being Imaginative and Expressive

Old (2017) ELG

Being Imaginative

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

New (2021) ELG

Being Imaginative and Expressive

Children at the expected level of development will:

- invent, adapt and recount narratives and stories with peers and their teacher;
- sing a range of well-known nursery rhymes and songs;
- perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

► Early Learning Goals – Physical Development

Gross Motor Skills

Old (2017) ELG

Moving and Handling:

- Children show good control and coordination in large movements.
- They move confidently in a range of ways, safely negotiating space.

New (2021) ELG

Gross Motor Skills

Children at the expected level of development will:

- negotiate space and obstacles safely, with consideration for themselves and others;
- demonstrate strength, balance and coordination when playing;
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



► Early Learning Goals – Physical Development

Fine Motor Skills

Old (2017) ELG

Moving and Handling:

- Children show good control and coordination in small movements. They handle equipment and tools effectively, including pencils for writing.

New (2021) ELG

Fine Motor Skills

Children at the expected level of development will:

- hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- use a range of small tools, including scissors, paint brushes and cutlery;
- begin to show accuracy and care when drawing.

► Early Learning Goals – Mathematics

Number

Old (2017) ELG

Numbers

- Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.

New (2021) ELG

Number

Children at the expected level of development will:

- have a deep understanding of numbers to 10, including the composition of each number;
- subitise (recognise quantities without counting) up to 5;
- automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.



► Early Learning Goals – Mathematics

Numerical Patterns

Old (2017) ELG

Numbers

- Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.

Shape, Space and Measures:

- Children use everyday language to...compare quantities and objects.

New (2021) ELG

Numerical Patterns

Children at the expected level of development will:

- verbally count beyond 20, recognising the pattern of the counting system;
- compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

► Early Learning Goals – Understanding the World

Past and Present

Old (2017) ELG

People and Communities

- Children talk about past and present events in their own lives and in the lives of family members.

New (2021) ELG

Past and Present

Children at the expected level of development will:

- talk about the lives of the people around them and their roles in society;
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- understand the past through settings, characters and events encountered in books read in class and storytelling.



► Early Learning Goals – Understanding the World

People, Culture and Communities

Old (2017) ELG

People and Communities

- They know that other children don't always enjoy the same things, and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World:

- Children know about similarities and differences in relation to places, objects, materials and living things.

New (2021) ELG

People, Culture and Communities

Children at the expected level of development will:

- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

► Early Learning Goals – Understanding the World

The Natural World

Old (2017) ELG

The World

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur, and talk about changes.

New (2021) ELG

The Natural World

Children at the expected level of development will:

- explore the natural world around them, making observations and drawing pictures of animals and plants;
- know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

► Early Learning Goals – Literacy

Word Reading

Old (2017) ELG

Reading:

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.

New (2021) ELG

Word Reading

Children at the expected level of development will:

- say a sound for each letter in the alphabet and at least 10 digraphs;
- read words consistent with their phonic knowledge by sound-blending;
- read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

► Early Learning Goals – Literacy

Comprehension

Old (2017) ELG

Reading:

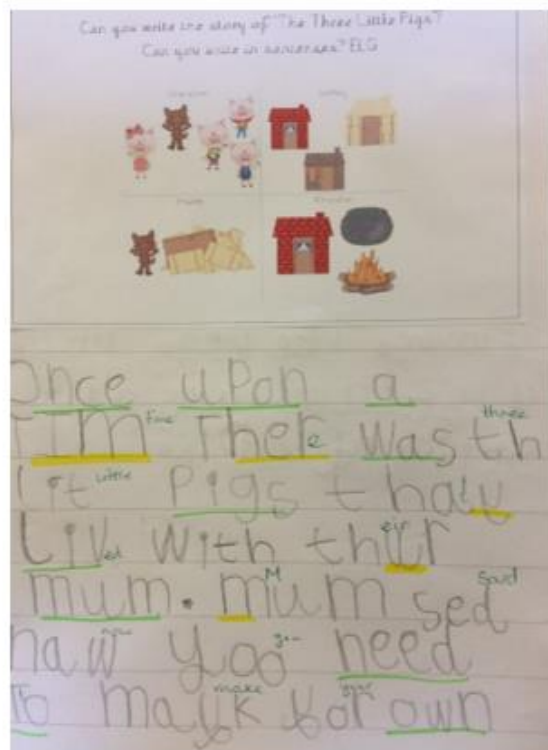
- They demonstrate understanding, when talking with others, about what they have read.

New (2021) ELG

Comprehension

Children at the expected level of development will:

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- anticipate – where appropriate – key events in stories;
- use and understand recently introduced vocabulary during role-play and in discussions about stories, non-fiction, rhymes and poems.



► Early Learning Goals – Literacy

Writing

Old (2017) ELG

Writing

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

New (2021) ELG

Writing

Children at the expected level of development will:

- write recognisable letters, most of which are correctly formed;
- spell words by identifying sounds in them and representing the sounds with a letter or letters;
- write simple phrases and sentences that can be read by others.

Continuous Provision Mapping for Spring Term1 2023 TOPIC- Kings, Queens and (Traditional) Fairy Tales

Construction Areas	Investigation Areas	Water Areas (outdoors)	Areas for digging sand and mud (outdoors)	Malleable Areas	Creative Areas
Stickle Bricks Duplo Bricks Mobilo Base Boards Design Prompts	Magnifying Glasses Tweezers Deep tuff spot tray Sorting bowls/trays Atlas and globe Magnets	Water Tray Aprons	Digging tools for sand Digging tools for mud kitchen Mud kitchen Aprons/protective clothing including wellies	Creation Boards Cutting tools Moulding Tools Aprons Modroc Range of containers Bowls with water in Sponges for smoothing Prompts for ideas	Paint Brushes- fine Paper-assorted sizes Paint palettes Water pot Drawing pencils Colouring pencils Scissors Paint in pump pots Plain paper Sugar paper Chunky marker pens Prompts relating to topic

Overview of Skills to be Taught /re-visited during Continuous Provision

Indoors- Joining x2 bricks together and separating them again Horizontal and vertical stacking Bridging-using 2 blocks to support a 3 rd Enclosing-using bridging techniques to create an enclosed space Joining materials together using clipping, tying, knotting, stapling, pegging, etc	Explore the natural world in winter Observe weather conditions for winter Observe the behaviour of animals and birds during wintertime Magnets Looking at different materials-magnetic and non-magnetic		Explore the texture of wet sand and mud Explore changing the texture of sand and mud by adding in water Changing effects of sand by adding alternative mediums-sand, glitter, glue, salt, water, flour	WEEK 3-4 Use simple tools to mould and shape modroc Use Modroc to cover a container ready for adding on a painted design To understand that for Modroc to work we need to dip it into water To learn how to use a sponge to smooth out the Modroc To add on embellishments in a pattern to create a design Creating a pattern following a design	WEEKS 1-2 Use photos, magazines and other media images of faces to create versions of a portrait WEEKS 5-6 Portrait drawing and painting using previously taught knowledge of facial features and colour mixing Using ‘good looking’ skills to draw what we see so it looks like what we see Choosing the correct colours carefully
--	---	--	--	---	--

Enhanced Provision for Spring Term 1 TOPIC- Kings, Queens and (Traditional) Fairy Tales

<p>House Building Block</p> <p>Castle prompts- turrets, towers, moats, draw bridge, different types of castles</p> <p>The Last Castle book</p> <p>The Castle the King Built</p> <p>WEEKS 2-3 The Three Pigs Construction Yard (in/out)</p> <p>Provide hard hats, tools, Hi viz jackets, building blocks, bricks, tyres, crates, tarpaulins and things for fixing and joining-string, rope, pegs, clips, etc</p> <p>WEEK 4/5</p> <p>The Pigs have been asked to build a castle for the King- a class letter to arrive with the request</p>	<p>Weather and seasons books</p> <p>Weather and seasons flash cards for sorting</p> <p>Books which feature celebrations</p> <p>Winter display objects- gloves, scarf, ice cubes, frost patterns, icicles</p> <p>Magnets</p> <p>Metal castle objects- coins, goblet, queen's jewellery, kings cape, crown</p> <p>Materials for sorting- plastic, metal and wooden</p>		<p>Sand buckets</p> <p>Sand moulds</p> <p>Digging equipment-spades, spoons and scoops</p> <p>Sieves</p> <p>Mud kitchen recipe cards</p> <p>Mud kitchen equipment- sauce pans and oven trays</p> <p>Clip boards and writing carrier for recipe writing</p> <p>Jars with ingredients- stones, conkers, sticks, pine cones-WEEK 1-3 Goldilocks' Cottage -make porridge for the bears</p> <p>a class letter to arrive with the request</p> <p>Head band character masks</p> <p>WEEK 5-6 Design and Create a cake fit for the Queen's ball celebrations</p> <p>Add in sequins, glitter and shiny things</p> <p>a class letter to arrive with the request</p>	<p>Pasta</p> <p>Scissors</p> <p>Jewels and sequins</p> <p>Shiny objects</p> <p>Design Ideas for a King/Queens/Prince/Princesses goblet</p> <p>Prompts of goblet designs</p> <p>Gold and silver paint</p> <p>Fine paint brushes</p>	<p>Flash card prompts of Queens, Kings, Princes and Princesses as ideas</p> <p>Wax crayons and pastel colours</p> <p>Books featuring 'Royals'</p>
---	--	--	---	--	---

Continuous Provision Mapping for SPRING Term 1 TOPIC- Kings, Queens and (Traditional) Fairy Tales

Writing Areas	Funky Fingers/Fine Motor Development	Reading Shed/Book Areas	Role-Play	Small World Areas	Maths Area
Colouring pencils Sharpeners and rubbers Writing pencils Plain and lined paper Notebooks Clipboards Wipe boards, pens and erasures Phase 2 and 3 grapheme charts Handwriting rhymes on display Chalk and blackboards	In indoor construction area this term: Stickle bricks Small cubes Sugar cubes Wooden lolly sticks Play doh Twigs Duplo Wooden logs Stones Prompts for ideas relating to topic Objects for joining materials-paper clips, Sellotape, pegs, string, glue, play doh	Fiction and non-fiction books for pleasure Decodable books Puppets linked to stories Cushions for sitting on Examples of story maps Story spoons Photos of authors and illustrators	Home corner- Outside area cooker, oven, fridge, microwave Tea set Dinner set Saucepans and stirring resources Table and chairs Farm shop-Till Fruits and vegetables Farm yard and animals Farm photos	People/knights/Kings/Queens Blocks for building Trees, rocks, pinecones, artificial grass Animals Habitats	Flash cards number 1-5 Subitising patterns example cards 5 x frames Counting objects Flash cards 1-5 Number blocks 1-5 characters Pattern cards Pattern prompts

Overview of Skills to be Taught /re-visited during Continuous Provision

Letter formation for new graphemes taught displayed in writing area and on writing boards New graphemes and their phonemes-phase 3 LWLS Develop fine motor skills for writing (see funky fingers)	Development of hand-eye-coordination Holding an object in both hands at once Joining construction materials together by pushing and then pulling them apart Joining materials by threading and then knotting string together Using paper clips and pegs for fixing two surfaces together	Handling books carefully Turn a page at a time Holding books up the correct way Places books back correctly on their shelves Identifying pictures and texts Identifying the author and knowing what an author's job is Oral blending and blending CVC words	Doing up and un-doing fastenings on clothing Sharing and turn taking Tidying up and caring for resources Communication Imitating domestic routines which we see in our own homes Creating a new version of porridge for one of the 3 Bears and then a cake for the Queen Writing a recipe or a list for ingredients needed to make the porridge	Organising and sorting resources back into their correct places Turn taking and sharing Communication-adding a narrative to a game Using blending skills to follow a sequence of design Combining fixing and joining skills to create houses/ castle for their small world play Use of new vocabulary relating to fixing and joining	Making a whole Plitting a hole into parts-looking for the smaller numbers hidden inside the whole number Subitising patterns 1-5 Counting forwards and backwards to 5 and then 10 Copying and creating patterns which repeat Colour patterns Exploring odds and even 'the pattern of numbers' Comparison of sizes Introduction of language: small, little, tiny,
--	--	---	---	---	---

				New vocabulary relating to castles-tower, turrets, draw bridge and moat	medium, middle sized, large, big, huge
Enhanced Provision for Spring Term 1 Topic- Kings, Queens and (Traditional) Fairy Tales					
<p>Story map templates for scaffold-</p> <p>Story words and mats using widgets</p> <p>Story Books</p> <p>WEEK 1</p> <p>Goldilocks and the Three Bears</p> <p>Spread a layer of dry porridge oats in a large activity tray for children to copy the patterns from these Goldilocks Mark-Making Pattern Cards, using their fingers.</p> <p>WEEK 2</p> <p>The Three Pigs</p> <p>Children will pretend to be the wolf and write a note to the pigs to say sorry. With widget cards</p> <p>WEEK 3</p> <p>Gingerbread Man</p> <p>Play a rhyming game with the children. Provide the word 'man'. Can the children think up</p> <p>or identify words that rhyme with man? set up this Gingerbread Man Rhyming Activity to help the children to find the rhymes.</p>	<p>Coloured beads for pattern threading</p> <p>Alphabet beads</p>	<p>Books/stories featuring Kings/ Queens/ Traditional and Fairy Tales/Castles</p> <p>Widget blending cards with key words from stories</p> <p>Blending cards with magnetic letters and widgets</p> <p>Sequencing cards from familiar stories on a string with pegs</p> <p>Word maps relating to stories/texts</p> <p>Story map templates for scaffold and word mats relating to current book/text</p>	<p>Dressing up clothes as characters from the story</p> <p>Food-fruit and vegetables</p> <p>Balti dishes</p> <p>Different sized bowls and spoons</p> <p>Head band masks</p> <p>Clip boards and recipes for following</p> <p>Widget word prompts</p> <p>Pictures of the 3 bears and Goldilocks</p> <p>Pictures of the queen</p> <p>Request letter for each class</p> <p>Dressing up clothes as 'royals'</p>	<p>Designing and then creating own castles/houses for the x3 pigs</p> <p>Clip boards and pencils to show design FIRST</p> <p>Prompt cards for ideas</p> <p>Widget word cards</p>	<p>Maths Books 'Odd Socks'</p> <p>Natural resources to create own patterns-shells, conkers, twigs, pinecones</p> <p>Multi links and number block cards</p> <p>Subitising dice and cards 1-5</p> <p>Rek 'n' Reks</p> <p>5 frames</p> <p>Part, Part Whole scaffolds using numicon</p> <p>Number sentence cards using, 'first, next and now'</p> <p>WEEK 3 Practise subitising small numbers with this Gingerbread Man Subitising Activity.</p> <p>Children can look at the number</p> <p>of buttons on the Gingerbread Man, say how many and feed it</p> <p>to the fox!</p> <p>Provide different sized bowls, spoons, chairs, cups and teddies for children to explore. Children can read and write own labels to show how they have been grouped for their size.</p>


Provide the children with speech bubbles for them to write down some of the things the characters might say WEEK 4 The Castle the King Built					
--	--	--	--	--	--



Spring 1	Topic/Theme: Kings, Queens and (Traditional) Fairy Tales
	Key Knowledge and Vocabulary
WRITING	<p>To mark make with increasing control and purpose</p> <p>To understand that when writing we track from left to right</p> <p>To apply correct letter formation using the memorable phrase for each grapheme taught in LWLSP</p> <p>To use phonics knowledge to write simple captions based on our spoken words</p> <p>To create own story maps using concrete objects, pictures and writing</p> <p>Letter formation for IWB- https://ictgames.com/mobilePage/skyWriter/index.html</p>
READING	<p>To learn that the pictures are drawn by an illustrator and the words are written by an author</p> <p>To learn to read individual graphemes as taught in Little Wandle Revised Letters and Sounds programme</p> <p>To use phonics knowledge to blend CVC words, simple phrases and captions</p> <p>To know when reading we read from left to right</p> <p>To increase pace/fluency when identifying graphemes/familiar words</p> <p>To develop our comprehension skills by talking about what we have read or heard others read</p> <p>In Reading Shack- Wellcomm-time words-now, next, before and after</p> <p>WEEK 1 Sequence key events from the Goldilocks story</p> <p>Week 2 Using props to retell the three pigs story</p> <p>Week 3 Create a Gingerbread Man story shelf with a selection of props and materials that children can use to explore, talk about and retell the story</p> <p>Week 4/5 The castle the King Built-reading a caption and matching to a picture</p> <p>IWB- https://learnenglishkids.britishcouncil.org/short-stories/goldilocks-and-the-three-bears</p> <p>IWB-Goldilocks learn the words https://www.tinytap.com/activities/g3lzu/play/goldilocks-the-three-bears</p>

Phonics	<p>Little Wandle Revised Letters and Sounds Programme</p> <p>Phase 3:</p> <p>Week 1: ai ee igh oa</p> <p>Week 2: oo oo ar</p> <p>Week 3: ur ow oi ear</p> <p>Week 4: a ir er words with double letters: dd mm tt bb rr gg pp ff</p> <p>Week 5: longer words</p> <p>Week 6: review and assessment</p> <p>Tricky Words:</p> <p>Week 2: was you they</p> <p>Week 3: my by all</p> <p>Week 4: are sure pure</p> <p>Phonics for IWB-</p> <p>https://ictgames.com/mobilePage/forestPhonics/index.html</p> <p>https://ictgames.com/phonicsPop/index.html</p>
Communication and Language	<p>Wellcomm Language Interventions</p> <p>Question Box-who, what, where, when, why? (during snack time) Wellcomm</p>
NUMBER	<p>To continue to develop fluency over the key skills of counting 1-5, 6-10 (stable order principle)</p> <p>To understand what makes a number odd or even</p> <p>To learn number facts (number bonds) within 6</p> <p>To understand that a number is made up of smaller numbers hidden inside-Part, Part, Whole model</p> <p>To use equipment such as cubes, numicon, number blocks, 5 frames to 'SHOW IT and PROVE IT'</p> <p>To introduce 'number sentences' using 'first, next and now' language</p> <p>Number Rhymes</p> <p>Week 1:</p> <p>Week 2: 10 little numbers</p> <p>Week 3: 10 fat sausages</p> <p>Week 4: 1, 2, 3, 4, 5 once I caught a fish alive</p> <p>Week 5: 1, 2 buckle my shoes</p> <p>Where's the Monkey?</p> <p>https://www.topmarks.co.uk/learning-to-count/teddy-numbers</p> <p>https://www.topmarks.co.uk/learning-to-count/underwater-counting</p> <p>https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game</p>
NUMERICAL PATTERNS	<p>To copy, continue and create patterns using shapes, numbers-including odds and evens</p> <p>To use previously taught pattern language to explain thinking to others-how do you know this?</p> <p>TEXTS:</p> <p>Pattern Fish</p> <p>Odd Socks</p> <p>Subitise numbers 1-5-daily fluency</p>

	<p>Introduce Rek 'n' Reks</p> <p>To compare, order and describe size using three different-sized chairs, bears, bowls and spoons.</p> <p>Wellcomm-Pre-positions in, out, under, over, next to, besides, in front, behind, in the middle</p> <p>Wellcomm-Days of the week song</p>
<p>Understanding of the World: SCIENCE</p>	<p>Bears of the World and their Habitats: (Links to Goldilocks and the Three Bears story)</p> <p>Do all Bears live in a cottage in the woods?</p> <p>Children in each class will research a bear to find out where they live in the world</p> <p>Use an atlas/globe to locate the Bear's country of origin</p> <p>Do Bears really eat porridge?</p> <p>Children in each class will research their bear to find out what they eat</p> <p>Castles:</p> <p>To introduce Castles through the TEXT: The Castle the King Built</p> <p>Provide construction materials (inside and outside) for children to explore building castles</p> <p>Introduce new vocabulary-turrets, tower, draw bridge and moat</p> <p>Develop skills needed for joining materials together- sellotape, pegging, clipping, tying and stapling in both large- and small-scale construction</p> <p>Use 2 blocks to support a third block-links to building houses for the three little pigs</p> <p>To learn how to use 'bridging' to create an enclosed space (putting a roof on)</p> <p>Knights and their Armour:</p> <p>To understand that Knights wore armour to protect themselves whilst battling/dualling and that this armour needed to be strong</p> <p>To explore different materials to find something which is strong enough to protect you-provide pictures of armour and provide metal objects for children to explore and sort-metal spoons, coins, whisks, bowls, containers-alongside non-metal items too-plastic and wooden</p> <p>Explore magnetism with magnets by sorting and grouping 'castle' items such as old coins, Queen's jewellery, a Kings cloak and a goblet- according to whether they are magnetic or non-magnetic</p>
<p>GEOGRAPHY</p>	<p>Seasons:</p> <p>To know that the months of December, January and February are in the season of Winter</p> <p>To know that there are x four seasons and winter comes after autumn but before spring</p> <p>To observe the seasonal changes which happen in Winter on a winter walk</p> <p>To observe the behaviour of animals and birds during the winter months</p> <p>To know that many animals hibernate during winter and what this means</p>
<p>HISTORY</p>	<p>Past and Present:</p> <p>To learn that the 'past' has already happened and the 'present is the here and now</p> <p>To use comparison language to talk about the past-TEXT: Little Elizabeth</p> <p>Nursey Rhymes:</p> <p>Old King Cole</p> <p>The Grand Old Duke of York</p> <p>The Queen of Hearts</p>

Personal, Social and Emotional Development	<p>1 Decision PSHE (weeks 1-4) Wellcomm- feelings- frightened, anxious, scared, joyful, delighted, happy, sad, upset, angry, cross, frustrated</p> <p>Week 1: Purple feels left out</p> <p>Week 2: Blue learns to share</p> <p>Week 3: red needs to cross the road (links to people who help us-Police)</p> <p>Week 4: Blue learns about road safety</p> <p>Week 5: People who help us- Firefighters</p> <p>Week 6: How to ask for help=TEXT: Clothesline Helpers</p>
Physical Development	<p>Gross Motor</p> <p>To develop increased coordination and balance during gymnastics</p> <p>To know how to be strong when holding a shape/movement/balance</p> <p>To be able to say ‘why’ balance is strong or why I wobbled - when we place our hands on the floor, our palms must be flat, and our fingers should be spread to improve balance area</p> <p>To understand that we can move ‘gracefully’ and ‘control’ our bodies to make our movements smooth and good for our audience</p> <p>WEEK 3</p> <p>Set up some running races outside and try to find out who can run the fastest! Can the children run faster than the Gingerbread Man?</p> <p>Fine Motor</p> <p>To know how to use scissors correctly to cut around a shape</p> <p>To form graphemes and numbers using mostly correct letter formation based on LWLSP’s rhymes</p> <p>To hold a pencil effectively in a chosen dominant grip</p> <p>Know independently do up fastening including, buttons, press studs, Velcro and zips</p> <p>To fix and join materials together using clipping, tying, knotting, taping, gluing and pegging both indoors and outdoors (large and small scale)</p> <p>To use 2 blocks to support a third one</p>
R.E	<p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>To understand that some places are special to members of their community</p> <p>Discovery Scheme: Celebrations</p> <p>Why do People Celebrate?</p> <p>Religion: Hinduisam</p> <p>Lesson 1: Celebrating New Year</p> <p>Lesson 2: Chinese New Year (A Story from China)</p> <p>Lesson 3: Chinese New Year cont. (A Story from China)</p> <p>Lesson 4: Persian New Year (A Nowruz Story)</p>

	<p>Lesson 5: Persian New Year (A Nowruz Story) cont.</p> <p>Lesson 6: Holi (A Hindu Festival)</p>
Expressive Arts and Design ART	<p>To use our knowledge of different emotions to represent how we feel in our drawings and paintings -Wellcomm</p> <p>To use knowledge of our facial features to create a portrait of the Queen or King</p> <p>To use previously taught knowledge of our emotions to recreate portraits of ourselves and others to show how we are feeling-angry, happy, sad, frightened and surprised</p> <p>To use pictures of facial features and manipulate them to create an abstract version of a face in the style of Picasso</p>
ROLE PLAY	<p>WEEK 1 Introduce outside-The Three Bears Cottage-provide children with head band masks of the characters from the Three Bears story so they can act out making porridge in the malleable areas-sand/water areas and mud kitchens</p> <p>Add in clip boards and paper for children to make a recipe card of the different things they will add into their porridge-each bear might like a different flavour=provide jars of ingredients such as conkers, stones, twigs, shells</p> <p>Explore what will happen if we add water to the sand-how will this change our porridge?</p> <p>Outside learning: house and babies-children can mimic actions they have seen their own parents do in the home such as cooking, washing up, taking care of the babies, etc</p> <p>Farmyard shop-can children make a list of the things they need to feed the babies and family and then go to the shop to buy it?</p> <p>Children can pretend to be Mommy or Daddy bear going to the shop to buy more porridge to make for baby bear</p> <p>WEEK 2/3 Introduce outside- the Pigs Construction Yard-provide children with large scale construction material such as tyres, crates, blocks, bricks and tarpaulins. Can children make houses for the three pigs? Which house will be strong? Why is this? Provide hi vis jackets, hats, tools and head band masks. Can the wolf blow the house down? Why? Why not?</p> <p>Introduce indoors- construction materials for children to fix and join together- using 2 blocks to support a third block</p> <p>Bridging a gap-making an enclosed space (putting a roof on)</p> <p>WEEK 4 Introduce Building Castles-Now the Three Pigs have been asked by the King to build him a Castle using the knowledge discovered/rehearsed in week 2/3. How is a castle different to a house?</p> <p>WEEK 5 Introduce The Queen needs a cake for the Ball into the malleable areas-using knowledge of mixing and changing materials, can children design and create a cake suitable for a Queen's Ball? provide glitter, sequins and shiny (metal) objects</p>
MUSIC	<p>Charanga:</p>
Technology	<p>https://www.topmarks.co.uk/Search.aspx?q=fairy%20tales</p> <p>https://learnenglishkids.britishcouncil.org/word-games/fairy-stories</p> <p>https://www.bbc.co.uk/teach/school-radio/primary-music-index/z6762sg</p> <p> Polly put the kettle on.docx</p> <p> Polly Put the Kettle On.pptx</p>

	 Queen of Hearts and Jack and Jill.pptx  Using nursery rhymes to develop thinking skills in YR Lesson plan.docx
Additional Experiences TRIPS/VISITS	Winter walk of awareness Fairy Tales Workshop Phonics/Early Reading Workshop for Parents