



MIDDLETON PARISH C H U R C H S C H O O L

Early Years Curriculum

Our Vision

Excellence, Truth and Grace

Summing it all up, friends, I'd say you'll do best by filling your minds and meditating on things true, noble, reputable, authentic, compelling, gracious - the best, not the worst; the beautiful, not the ugly; strive for excellence, things to praise, not things to curse. Philippians 4:8-9

Our Christian Values

Community
Respect

Love
Humility

Forgiveness
Endurance

Our Curriculum Intent

At Middleton Parish Church School, our EYFS curriculum is designed to recognise the unique child. The children's prior knowledge and ongoing interests, both from previous settings and their experiences at home, are drawn upon to ensure that we capture their engagement and provide a smooth transition into school life. We work in partnership with parents, carers and other settings to provide the best possible start at Parish, ensuring each individual reaches their full potential from their various starting points.

Our curriculum recognises the central role of the Prime Areas of learning; Personal, Social and Emotional Development, Physical Development and Communication and Language, in ensuring that children have the necessary skills to access the wider curriculum and develop into confident, independent and resilient learners. At Parish we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Our enabling environments and warm, skilful adult interactions, combined with our strong focus on early identification of need, support the children as they begin to link learning to their play and exploration right from the start.

We believe that high level engagement maximises the opportunity for high level attainment. Therefore, we provide first hand learning experiences that allow children to develop interpersonal skills that build concentration and resilience. Our child-centred approach enables our children to make meaningful links and choose their own learning, which inspires enthusiasm. We aim to foster a lifelong love of learning by providing opportunities for open ended discovery and problem solving, real world experiences and purposeful play.

By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge to have a

smooth transition into Year 1. Our Christian values; and strong personal, social and emotional development; promote positive attitudes which reflect the skills and character needed for future learning and success. Children finish their Reception year as kind, curious and independent learners.

Learning Through Play

At Parish, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods.

We believe that Early Years education should be as practical as possible and, therefore, our EYFS setting has an underlying ethos of 'learning through play'. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

Characteristics of Effective Learning



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

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

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

EYFS Guiding Principles

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

Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

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

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

Our Reception Journey: Curriculum Map and Milestones 2024-25

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Calendar Curriculum	All about me Autumn Black History Month	Guy Fawkes Diwali Remembrance Day Christmas	Winter Chinese New Year Shrove Tuesday	Spring World Book Day Mothers' Day Easter St Georges Day	Spring Earth Day Eid VE Day	Summer World Oceans Day Sporting Event
Phonics See prog plan	RWI Set 1	RWI set 1 or 2 Progress groups	RWI set 1 or 2 Progress groups	RWI set 1 or 2 Progress groups	RWI set 1 or 2 Progress groups	RWI set 1 or 2 Progress groups
High Quality Texts (Focus)	The Colour Monster What can you see in Autumn? Owl Babies My sports Heroes – Usain Bolt	Little Glow Starry eyed Stan Rama and Sita Father Christmas needs a wee Christmas story (Bible)	Snow Bears What can you see in Winter? Mr Wolf's Pancakes Chinese New Year (non-fiction)	Easter story (Bible) Who is in the egg? (Non-fiction) Tad (minibeasts)	Last tree in the city My First heroes – eco warriors Leaf One plastic bag	The tale of the whale Sun What can you see in summer? (Non-fiction) Seaside Poems Nick Sharrat
Maths White Rose Reception Guidance & NCETM Mastering Number	<ul style="list-style-type: none"> Perceptual Subitising to 3 Counting within 5 Composition of numbers to 4 Perceptual and conceptual subitising to 4 Compare size, mass and capacity Pattern 	<ul style="list-style-type: none"> Comparison – more/fewer Fiveness of 5 Composition - Part/Whole Cardinal principle Numeral recognition to 5 Subitising – recreating arrangements Circles and triangles Shapes with 4 sides Positional language 	<ul style="list-style-type: none"> Ordinal principle, language of order Composition of 5 Composition of 6 and 7 – 5 and a bit Comparison with larger amounts and objects with different properties Stable order principle Comparison – more/less Compare mass and capacity Length and height Time 	<ul style="list-style-type: none"> Subitising for doubles to 10 Sorting and classifying Even and odd Counting – counting on from a different number, larger numbers of objects and objects which cannot be moved. Composition – ten frames Number bonds to 10 3d shapes Spatial awareness Patterns 	<ul style="list-style-type: none"> Comparison – numbers to 10. Staircase pattern and identifying missing numbers. Build numbers beyond 10 Counting patterns beyond 10 Spatial reasoning 1 Adding Taking away Spatial reasoning 2 	<ul style="list-style-type: none"> Doubling Sharing and grouping Even and odd Spatial reasoning 3 Deepening understanding Patterns and relationships Spatial reasoning 4

<p>Understanding the World – The Natural World</p> <p>Science Week (March)</p>	<p>Autumn treasure sticks (Begin tracking seasonal change)</p> <p>Investigation Floating and Sinking in puddles</p>	<p>Designing and making a Diva lamp</p> <p>Building a cenotaph out of blocks</p>	<p>Changes of state – ice/water/steam, cooking and baking</p> <p>https://www.science-sparks.com/how-to-make-ice-melt-faster/</p> <p>Seasonal change - Winter</p>	<p>Growing/life cycles Bug Hotels Caterpillars Egg hatching</p> <p>Planting and growing</p> <p>Seasonal change - Spring</p>	<p>Looking after the earth – Reduce, reuse, recycle, sustainability</p> <p>Design and make windmills and water wheels and paper planes</p>	<p>Shadows https://www.science-sparks.com/shadow-activity-ideas/</p> <p>Seasonal change - Summer</p>
<p>Understanding the world – People, Culture, and Communities</p>	<p>How do you get to school?</p> <p>How long is your journey, how far away do you live?</p> <p>Middleton landmarks</p>	<p>Route to the War memorial at St Leonards Church</p> <p>Map and key</p> <p>Festivals and celebrations around the world</p>	<p>Welcome to our World!</p> <p>Compare and contrast our lives to children around the world – China, Africa, USA, Australia, Iceland</p>	<p>Which minibeasts can we find in our local area?</p> <p>Explore school, farm and park Contrast to minibeasts found around the world</p> <p>David Attenborough What is the world's largest spider? etc</p>	<p>Marvel at our amazing Earth!</p> <p>Google Earth</p> <p>Introduce explorers Christopher Columbus and Amelia Earhart</p> <p>UK</p> <p>7 continents</p> <p>5 oceans</p> <p>Draw maps</p> <p>DAVID ATTENBOROUGH</p>	<p>Revisit key Geography learning through floor books</p> <p>Revisit key vocabulary</p> <p>Where have we been and who have we met?</p> <p>Understand the role of a paleontologist</p>
<p>Visits from different members of our community throughout the year to help children build understanding of their roles and develop aspirations.</p>						

<p>Understanding the world – Past and Present</p>	<p>Days of the week</p> <p>Visual Timetables</p> <p>Yesterday, today, tomorrow, next week etc</p> <p>Begin 'reception timeline'</p> <p>Black History Month</p>	<p>What are our favourite celebrations each year?</p> <p>Guy Fawkes story</p> <p>Remembrance</p> <p>Diwali/Christmas in the past and now</p> <p>Real Artefacts</p> <p>Add birthdays/celebrations to the timeline/develop timeline</p>	<p>What was life like for children in the past?</p> <p>Toys, school, food</p> <p>Puppet shows Punch and Judy</p> <p>Use families knowledge</p>	<p>David Attenborough look back at his life</p> <p>Retell minibeast hunts</p> <p>Easter celebrations now and in the past – traditions etc.</p>	<p>Who were the great explorers?</p> <p>What happened to Amelia Earhart?</p> <p>Watch videos of historical journeys</p> <p>Boats, planes, trains and cars</p> <p>How did people travel a long time ago?</p>	<p>Understand dinosaurs lived a very long time ago.</p> <p>Complete the timeline of our time in YR</p> <p>How have I changed since I was a baby?</p> <p>Links with SCARF</p>
<p>SCARF</p>	<p>Me and my relationships</p>	<p>Valuing difference</p>	<p>Keeping safe</p>	<p>Rights and respect</p>	<p>Being my best</p>	<p>Growing and changing</p>

R.E	I am Special Harvest	Harvest Christmas	Stories Jesus heard Stories Jesus told	Stories Jesus told Easter	Special Places	Special Times
Expressive arts and design Workshop in provision supports independent application of artistic skills	Self portraits Leaf rubbings Guiseppe Arcimboldo – fruit and veg printing	Bonfire and fireworks Rangoli patterns Hannukah Christmas Outdoor large scale patterns Printing and pattern wrapping paper design Colour mixing Changing colours	Introduce junk modelling – shelters for winter hibernation, Chinese New Year decorations	Observational drawings of insects and plants and flowers 3d insects Create own lifecycles Explore artists and skills Paul Klee– Take the line for a walk	Sustainable art – junk modelling. Sustainable artist – El Anatsui – uses ‘waste’ to make art, e.g. wall hangings made of bottle tops	Observational drawings of land and sea animals Sea life Beach life Collage, pastels and chalks Shadow artist – Alison Russell
Music	Nursery Rhymes Autumn and All About Me themed songs Number songs	Nativity Play Music linked to celebrations	Music from around the world	Musical instruments to represent insects Ugly Bug Ball Begin to look at composers, musicians and singers	Songs and dances linked to sustainability Musical instruments to match different wild animals from around the world	Music dance and role play focus Performing for an audience Talent Show

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Other Possible Texts <i>NB: These may be amended and developed, dependent on the cohort</i></p>	<p>Topsy and Tim Start School Meesha Makes Friends Funny Bones Freddie the Fairy The Great Big Book of Families</p> <p>The Colour Monster goes to school Harry and the Dinosaurs go to school Starting School</p> <p>Storm All are Welcome My First Heroes Series – Black History Month</p>	<p>The Story of Guy Fawkes The Jolly Postman Christmas Story / Nativity Rama and Sita Stick Man</p> <p>Remembrance stories The best Diwali ever Christmas stories Jolly Christmas Postman The Snowman Father Christmas</p>	<p>Snow Ridiculous Lost and Found Winter themed stories Handa’s Surprise Chinese Fairy tales Winter sleep Shu Lin’s Grandpa</p>	<p>Eggs and Chicks Easter Stories (different versions) The Tiny Seed Oliver’s Vegetables Jack and the Beanstalk Jasper’s Beanstalk Tree, Seasons Come and Seasons Go A Stroll Through the Seasons The Emperor’s Egg The Very Hungry Caterpillar Aagh Spider! Diary of a Wombat What the Ladybird Heard</p>	<p>The Naughty Bus The Train Ride Mr. Grumpy’s Outing Goodnight Mr. Spaceman The Way Back Home Passport to Paris World Atlases P is for Passport The Journey Zoom The happy hedgerow The extraordinary gardener Little People Big Dreams – David Attenborough</p>	<p>Under the Sea (non-fiction) Surprising Sharks (non-fiction) Tiddler Billy’s Bucket</p>
<p>Wow Moments! <i>Possible trips, visits and experiences</i></p>	<ul style="list-style-type: none"> Local area/Autumn walks Weekly forest school Pantomime Harvesting vegetables Police/PCSO visit Road safety Children in Need Christmas story; visit church for Harvest and Christmas service Make Christingles Christmas Nativity performances 		<ul style="list-style-type: none"> Chinese New Year inc. food tasting Visits from families (older generation/other cultures) Smithills farm visit Living eggs Vet visit Easter story and visit to church for Easter service Spring walks Easter egg hunt Weekly forest school Planting seeds and looking after them Mother’s Day Firefighter visit 		<ul style="list-style-type: none"> Planting seeds and looking after them Sports Day Doctor/Paramedic/Ambulance visit Library visit End-of year visit to church for leavers’ service Weekly forest school Beach Day Teddy Bear’s Picnic 	

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British Values <i>Along with the school's Christian values, we will refer to the British Values on an ongoing basis, including as part of collective worship and Heartsmart work</i>	Mutual respect: We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.					
	Mutual Tolerance: Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.					
	Rule of law: We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.					
	Individual liberty: We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.					
	Democracy: We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.					
Assessment Opportunities	<ul style="list-style-type: none"> Analyse nursery/pre-school assessments In-house baseline data and analysis National baseline data On-going assessments Phonics intervention groups Parents' evening information In-house moderation Phonic assessments End of term assessments Pupil progress meeting 		<ul style="list-style-type: none"> On-going assessments Phonics intervention groups Parents' evening information In-house moderation Cluster moderation Phonics assessments End of term assessments Pupil progress meeting 		<ul style="list-style-type: none"> On-going assessments Phonics intervention groups Reports to parents In-house moderation Cluster moderation Phonics assessments End of year assessments End of year data Pupil progress meeting 	
	<ul style="list-style-type: none"> Meet the teacher/welcome to EYFS Parents' evening Harvest and Christmas services Home/school agreement Phonics workshops Nativity Christmas Cracker cafe Class Dojo communication 		<ul style="list-style-type: none"> Parents' evening Easter service Writing workshop 'Share a Story' (World Book Day); stay and read Class Dojo communication Mothers' Day afternoon Mothers' Day class assemblies 		<ul style="list-style-type: none"> End of year reports Maths morning – look how far we have come! Class Dojo communication Sports Day Teddy Bear's Picnic 	
Parental Involvement	<ul style="list-style-type: none"> Meet the teacher/welcome to EYFS Parents' evening Harvest and Christmas services Home/school agreement Phonics workshops Nativity Christmas Cracker cafe Class Dojo communication 		<ul style="list-style-type: none"> Parents' evening Easter service Writing workshop 'Share a Story' (World Book Day); stay and read Class Dojo communication Mothers' Day afternoon Mothers' Day class assemblies 		<ul style="list-style-type: none"> End of year reports Maths morning – look how far we have come! Class Dojo communication Sports Day Teddy Bear's Picnic 	

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Communication and Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</p> <p>Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	<p>Welcome to EYFS</p> <ol style="list-style-type: none"> 1. Settling in activities 2. Making friends 3. Children talking about experiences that are familiar to them 4. All about me; sharing facts about me 5. Rhyming and alliteration – phase 1 recap 6. Colour Monster – naming feelings 7. Shared stories 8. Model talk routines through the day, e.g. arriving in school: “Good morning, how are you?” 9. Understand how to listen carefully and why listening is important. 10. Following instructions 11. TALC assessments 12. WELLCOMM assessments 	<ul style="list-style-type: none"> • Settling in activities if needed • Discovering interests • Tell me a story - retelling focus stories • Story language • Listening and responding to stories • Following instructions • Take part in discussion • Use new vocabulary through the day. • Choose books that will develop their vocabulary. • Learn rhymes, poems and songs • TALC assessments • WELLCOMM groups and assessments 	<ul style="list-style-type: none"> • Show and tell • Answering how and why questions • Retell a story with story language • Story innovation – talkit! • Ask questions to find out more and to check they understand what has been said to them. • Describe events in some detail. • Listen to and talk about stories to build familiarity and understanding. • Learn rhymes, poems and songs. • Select books containing photographs and pictures, e.g. places indifferent weather conditions and seasons. • WELLCOMM groups and assessments 	<ul style="list-style-type: none"> • Show and tell • Describe events in detail, using time connectives • Sustained focus when listening to a story • Consolidate learning so far • WELLCOMM groups and assessments 	<ul style="list-style-type: none"> • Show and tell • Discovering passions • Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives • WELLCOMM groups and assessments 	<ul style="list-style-type: none"> • Show and tell • Weekend news • Discussing aspirations • Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. • Select books containing photographs and pictures, e.g. places in different weather conditions and seasons. • WELLCOMM groups and assessments
	<p><i>As a whole EYFS focus, Communication and Language is developed throughout the year through high quality interactions, Blanks level questioning, daily group discussions, sharing circles, PSHE, sharing stories, singing, speech and language interventions, vocabulary, oracy, productions, assemblies and interventions.</i></p>					

Personal, Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.</p> <p>Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
	<p>SCARF Unit: Me and my relationships</p> <ol style="list-style-type: none"> All about me What makes me special? Me and my special people Who can help me? My feelings My feelings 2 <p>Class rules and routines</p> <p>Supporting children to build relationships</p>	<p>SCARF Unit: Valuing difference</p> <ol style="list-style-type: none"> I’m special, you’re special Same and different Same and different families Same and different homes I am caring I am a friend 	<p>SCARF Unit: Keeping Safe</p> <ol style="list-style-type: none"> What’s safe to go onto my body? Keeping myself safe - What’s safe to go into my body? (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe 	<p>SCARF Unit: Rights and respect</p> <ol style="list-style-type: none"> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe 	<p>SCARF Unit: Being my best</p> <ol style="list-style-type: none"> Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep 	<p>SCARF Unit: Growing and Changing</p> <ol style="list-style-type: none"> Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys <p>Robust transition into year 1</p>
	<p>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.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social ✓ Planning ✓ Thinking before acting <p><i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.”</i> Education Endowment Foundation.</p>					

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.</p> <p>Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
Physical Development	Fine Motor	<ul style="list-style-type: none"> • Fine motor carousel including Threading, cutting, weaving, bubble wrap, tearing, tweezers and pom poms • Squiggle while you wiggle • Dough Disco • Manipulate objects with good fine motor • Draw lines and circles using gross and fine motor movements • Hold pencil/paint brush beyond wholehand grasp • Develop pencil Grip • Teach and model correct letter formation. • Draw a cross • Draw a person assessment • Build things with bigger linking blocks, such as Duplo 	<ul style="list-style-type: none"> • Fine motor carousel including Threading, cutting, weaving, bubble wrap, tearing, tweezers and pom poms • Squiggle while you wiggle • Dough Disco • Develop muscle tone to put pencil pressure on paper • Use tools to effect changes to materials • Snipping with scissors • Show preference for dominant hand • Engage children in drawing activities: modelling steps in what they choose to draw • Teach and model correct letter formation. • Draw a square • Unbutton clothing 	<ul style="list-style-type: none"> • Fine motor carousel including Threading, cutting, weaving, bubble wrap, tearing, tweezers and pom poms • Squiggle while you wiggle • Dough Disco • Begin to form letters correctly • Handle tools, objects, construction and malleable materials with increasing control • Encourage children to draw freely • Button Clothing • Cutting along a straight line with scissors • Draw diagonal lines • Draw a person assessment • Build things with smaller linking blocks such as Lego • Zipping up coats 	<ul style="list-style-type: none"> • Fine motor carousel including Threading, cutting, weaving, bubble wrap, tearing, tweezers and pom poms • Squiggle while you wiggle • Dough Disco • Hold pencil effectively with comfortable grip • Forms recognisable letters, most correctly formed • Start to cut along a zig zag line line <p>More Ideas here: mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/</p>	<ul style="list-style-type: none"> • Fine motor carousel including Threading, cutting, weaving, bubble wrap, tearing, tweezers and pom poms • Squiggle while you wiggle • Dough Disco • Develop pencil grip and letter formation continually • Use one hand consistently for fine motor tasks • Start to cut along a wavy line • Draw an X shape • Draw a person assessment 	<ul style="list-style-type: none"> • Handwriting focus • Dough Disco • Form letters correctly • Draw a triangle • Start to colour inside the lines of a picture • Start to draw pictures that are recognisable • Start to cut out basic shapes, cut along curved lines, like in a circle

Daily opportunities for fine motor activities.

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

Gross Motor

PE - Stability 2:

Maintaining balance while twisting, bending and reaching.

Dodging and evading others.

Travelling with confidence over, under, around and through.

Opportunities in provision:

Move a ball with control in different directions

Roll a ball

Throw underarm

Bounce and catch a ball

Putting on, taking off coats, jackets and cardigans etc.

Nativity rehearsals use hall time in Autumn 2. All gross motor development is within provision.

Locomotion 2:

Jumping in a variety of ways and skipping (outdoor)

PE - Gym – rocking and rolling

Rock on different body parts.

Rock into a roll.

Roll in different ways.

Work with a partner.

Opportunities in provision:

Throw underarm with accuracy

Strike a ball with a foot for power

Kick a ball with both feet for accuracy

Roll a ball with accuracy

Roll with both hands

PE - Dance – Seasons

Use my body and create simple theme related shapes, movements and actions

Travel safely

Work with a partner

Remember and perform a short sequence when led by a teacher

Opportunities in provision:

Send (from the chest) and receive bounce passes

Change direction confidently

Bounce a ball

Dribble a ball

PE - Gym – flight: bouncing, jumping and landing

Jump with good technique, knowing to bend knees and land safely

Jump with turns

Execute a variety of jumps and leaps with control

Opportunities in provision:

Run skillfully

Show increasing control over an object

Balance on one leg

PE - Net and Wall games 1

Send a ball with some accuracy

Strike a ball

Volley a ball

Throw a ball with some accuracy

Opportunities in provision:

Athletics 1

Run safely within a lane'

Throw accurately

Jump safely and for height

Throw a variety of pieces of equipment

Sports Day games and races

	<p>Ongoing opportunities:</p> <ul style="list-style-type: none"> ✓ Weekly Forest School sessions ✓ Crates play – climbing, balance ✓ Wheeled resources to for children to balance, sit or ride on; or pull and push ✓ Two-wheeled balance bikes ✓ Playground – climbing A frame, stepping stones, balance beams ✓ Movement to music ✓ Soft play obstacles providing opportunities for children to move under, over, through and around equipment ✓ Spaces are accessible to children with varying confidence levels, skills and needs ✓ Use picture books and other resources to explain the importance of the different aspects of healthy lifestyle <p style="text-align: center;"><i>All these opportunities will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.</i></p> <p>Development Matters:</p> <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing - Progress towards 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 and other physical disciplines including dance, gymnastics, sport and swimming. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
Forest School	<p>Forest School is a crucial part of our curriculum, and sessions take place at least once a week, on Tuesdays and sometimes on other days when appropriate/accessible. Learning opportunities and skills covered includes:</p> <p style="text-align: center;">games, teamwork, rope swings, practical work, den building, problem-solving, co-operation, risk-taking, learning about nature, learning about seasons, environmental awareness, fire safety.</p>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them; and enjoy rhymes, poems and songs together.</p> <p>Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
Literacy	Word Reading	Phonics - Read write Inc					
		Phase 1 and Set 1		Set 1 and 2 Progress groups		Set 1 and 2 Progress groups	
		<p>All children participate in set 1 sounds teaching before being assessed and placed into progress groups by the second half term of Autumn.</p> <p>Children are then taught in smaller progress groups. Teaching is directed to gaps in learning and their next steps in order to accelerate progress.</p>		<p>Children continue to be taught in dynamic progress groups, informed by half termly assessments to ensure that children are in the correct group for their knowledge.</p>		<p>Children continue to be taught in dynamic progress groups, informed by half termly assessments to ensure that children are in the correct group for their knowledge.</p>	

Comprehension	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Having a favourite story/rhyme.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Christmas letters/lists.</p> <p>Retelling stories using images / apps.</p> <p>Story Maps.</p> <p>Editing of story maps and orally retelling new stories.</p> <p>Non-fiction focus – celebration stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Enjoys an increasing range of books.</p>	<p>Making up stories with themselves as the main character</p> <p>Encourage children to record stories through picture drawing/mark making.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p> <p>Phonics books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.</p>	<p>Information leaflets about animals at the farm; plants and growing.</p> <p>Timeline of how plants grow.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Develops their own narratives and explanations by connecting ideas or events.</p>	<p>Stories from other cultures and traditions.</p> <p>Retell a story with actions and/or picture prompts as part of a group</p> <p>Use story language when acting out a narrative.</p> <p>Rhyming words.</p> <p>Can explain the main events of a story.</p> <p>Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area – book characters.</p>	<p>Can draw pictures of characters/ event / setting in a story.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions.</p> <p>Begin to understand that a non-fiction is a non-story - it gives information instead.</p> <p>Fiction means story.</p> <p>Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
	<p>Daily story time provides lots of opportunities for sharing stories, looking at pictures, making predictions etc. Children also take home weekly ‘share together’ books which they share at home. Vocabulary is taken from shared reading and is added to the vocabulary wall; these words are recapped often.</p>					
Writing	<ul style="list-style-type: none"> • Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. • Lists, shopping lists. • Writing initial sounds. • Use initial sounds to label characters/images. • Label diagrams. • Messages – create a ‘Message Centre’. 	<ul style="list-style-type: none"> • Name writing and labelling using initial sounds. • Story scribing. • Retelling stories in writing area. • Writing Christmas lists. • Sequence the story, e.g Christmas story. • Write cvc words. • Model story mapping. 	<ul style="list-style-type: none"> • Writing some of the tricky words such as I, me, my, like, to, the. • Writing CVC words • Labels using CVC words. • Guided writing based around developing short caption/sentences in a meaningful context. • Create story maps using a model. 	<ul style="list-style-type: none"> • Creating own story maps. • Writing captions and labels; writing simple sentences. • Writing captions to accompany story maps. • Order the Easter story. • Labels and captions – life cycles. • Recount – a trip to the farm. • Character descriptions/minibeast factfiles 	<ul style="list-style-type: none"> • Animal FactFile – compare two animals. • Writing recipes and lists. • Writing for a purpose in role play using phonetically plausible attempts at words. • Beginning to use finger spaces in sentences. • Form lower-case and capital letters correctly. • Acrostic animal poems 	<ul style="list-style-type: none"> • Write a postcard • Recount. • Story writing - write three sentences (beginning, middle, end). • Writing using a range of tricky words that are spelt correctly. • Beginning to use full stops, capital letters and finger spaces. • Innovation of familiar texts - using familiar texts as a model for writing own stories. • Character description
	<p>Use of class texts as a stimulus for writing. Texts used may change depending on children’s interests. NB: Children are only asked to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>					

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.</p> <p>In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
Mathematics	Number and Numerical Patterns	<p>Mastering Number: Creating patterns and exploring numbers within 4, including perceptually subitising within 3</p>	<p>Mastering Number: Creating patterns and exploring numbers within 5, including perceptually subitising within 5; begin to count beyond 5; begin to recognise numerals; explore the composition of numbers within 5.</p>	<p>Mastering Number: Continue to explore patterns within 5 and explore the composition of 6; develop verbal counting to 20 and beyond</p>	<p>Mastering Number: Explore symmetrical patterns, linking this to 'doubles'; become more familiar with the counting pattern beyond 20; explore odd and even numbers; explore the composition of numbers within 10.</p>	<p>Mastering Number/WRM: Practise increasingly familiar subitising arrangements; develop verbal counting to 20 and beyond; explore the composition of 10; ordersets of objects.</p>	<p>WRM: Consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>
	Shape, Space, Measures	<p>Shape, space and measures (WRM):</p> <ul style="list-style-type: none"> Talking about the routine of the day and using language like, 'before' and 'after'; Using comparative language such as, 'taller', 'shorter' and 'the same'; Being more confident in identifying shapes in the environment; Recognising particular shapes that may be useful for certain tasks; Making more meaningful pictures, patterns and arrangements with shapes. 		<p>Shape, space and measures (WRM):</p> <ul style="list-style-type: none"> Beginning to experiment with length, height and capacity; Beginning to compare length, weight and capacity; Identifying money and using money in play; Recalling the names of some 2D and 3D shapes; Ordering and sorting according to simple properties; Using the language of direction when programming toys. 		<p>Shape, space and measures (WRM):</p> <ul style="list-style-type: none"> Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities; Create and describe patterns; Explore characteristics of everyday objects and shapes, and use mathematical language to describe them; Use money with increased confidence. 	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension</p>					
	<p>To teach Religious Education in Reception, we use the Blackburn Diocesan Syllabus, which incorporates Understanding Christianity.</p> <p>Understanding Christianity In EYFS, children are engaged in learning, using stories, drama, art and music, using teacher-led activities and ideas for continuous provision. Children are introduced to Tessa and Tom, two imaginary Christian characters who enable you to talk about things Christian children learn or do. They provide a context for pupils’ learning which is easier to handle than talking abstractly about people of faith and belief.</p> <p>NATRE & RE Today Through the Syllabus, children in EYFS encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.</p>					
	Unit 1 Why is the word God so important to Christians? (Creation)	Unit 2 Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation)	Unit 3 Being special: where do we belong? (Thematic)	Unit 4 Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation)	Unit 5 Which places are special and why? (Thematic)	Unit 6 Which stories are special and why? (Thematic)

<ul style="list-style-type: none"> Identifying their family. Commenting on their family; naming who they live with and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families. Talk about members of their immediate family and community. Navigating around our outdoor areas and forests school. Create treasure hunts to find signs of Autumn within our learning environment and local area. Create Autumn Treasure sticks. Materials: floating / sinking – boat building in puddles. Discuss signs of Autumn and key aspects of seasonal change. Use of visual timetable and today board – vocab of days of week, seasons, months, weather, yesterday, today, tomorrow etc. Black History Month – look at influential black people who the children may be familiar with, such as Marcus Rashford. Begin the ‘reception timeline.’ Visit church for 	<ul style="list-style-type: none"> Can talk about what they have done with their families during Christmases in the past. Show photos of how Christmas used to be celebrated in the past. Use maps to show children where some stories are based, e.g. Diwali story, Guy Fawkes, Christmas. Use the Jolly Christmas Postman to draw information from a map and begin to understand why maps are so important to postmen. Visit from a postman. Introduce children to different occupations and how they use transport to help them in their jobs. Begin with: PCSO visit - Talking about occupations and how to identify strangers that can help them when they are in need. Add birthdays to class timeline - Children’s discussion between themselves regarding their experience of past birthday celebrations. Visit from a war veteran to talk about Remembrance. Poppy activities. Diwali Story – Rama and Sita. Compare and contrast to other festivals involving light. Discuss celebrations for different cultures. Acquire real artefacts relating to celebrations for children to handle and discuss. Plant bulbs in the outdoor area. 	<ul style="list-style-type: none"> Continue to track seasonal change with winter. Use forest school sessions and outdoor provision to discuss the changes in the environment in winter. Investigate changes of state when natural opportunities arise. E.g. ice found outside, bring it inside – what happens? Can we change it back? What other things change state? Baking opportunities – melting chocolate etc. https://www.science-sparks.com/how-to-make-ice-melt-faster/ Compare and contrast our lives to children around the world – China, Africa, USA, Australia, Iceland Use texts such as Snow Bears, Handa’s Surprise to explore climate and life in a different country. Share non-fiction texts that offer an insight into contrasting environments. Children talk about their homes and what there is to do near their homes – compare this to children in China when learning about Chinese New Year. Visits from families from other cultures to hear first hand accounts of different ways of life. Try to include a Chinese family to share new year celebrations and another culture to contrast further. Comparing places on Google Earth – how are they similar/different? Compare our lives now to children’s lives in the past – discuss toys, school and food. Set up a puppet show for children to use and 	<ul style="list-style-type: none"> Visit to Jubilee park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Look out for different Minibeasts at the park. Take photos of what they find. After close observation, draw pictures of the natural world, including animals and plants. Continue to track seasonal change – spring. What signs of spring/minibeasts can we find in the park/at school/on our journey? Change in living things – changes in the leaves, weather, seasons Provide opportunities for children to note and record the weather. Building a ‘Bug Hotel’ – forest school. Minibeast hunts Observe the life cycles of caterpillars with the insect lore kit. Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Show children clips of David Attenborough looking at minibeasts, e.g. in the rainforest. Contrast them with the minibeasts we have found on our minibeast hunts – similarities and differences. Look at minibeasts around the world, e.g. What is the world’s largest spider? Learn about David 	<ul style="list-style-type: none"> Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. (Link back to last half term’s learning.) Explore a range of jungle animals and discover what is happening to their homes. Nocturnal animals. Learn about sustainability – reduce, re-use, recycle. What does this mean? Design and make windmills, water wheels, paper planes etc – discuss renewable/clean energy. Look at different explorers – link back to David Attenborough from last half term and show clip of him exploring in the deep sea sub on Blue Planet 2. Introduce Christopher Columbus and Amelia Earhart and learn about their famous explorations. Watch videos of historical journeys - boats, planes, trains and cars. Discuss how people travelled a long time ago. Why were Christopher Columbus and Amelia Earhart so amazing? Link to how we explore now – space. Who goes to space? How? Learn about 	<ul style="list-style-type: none"> Explore shadows - https://www.science-sparks.com/shadow-activity-ideas/ Explore the world around us and see how it changes as we enter Summer. Continue tracking seasonal change. ‘Farm in a box’ – Summer Understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Seasides long ago – compare then and now. Link back to puppet shows with Punch and Judy. World Oceans Day – link back to how we can look after our oceans – reduce plastic use. Show clips of plastic in sea – discuss the impact of this. Learn about animals that live in the ocean – blue whale is world’s largest living thing. Compare to dinosaurs. Possibly visit a beach Complete the class timeline and review the year. Look back through floorbooks and discuss – where have we been and who have we seen?
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	<p>Harvest service.</p> <ul style="list-style-type: none"> • Create maps of our walk to church and landmarks seen. 		<p>show children clips of old Punch and Judy shows.</p> <ul style="list-style-type: none"> • Invite visits from older generations to discuss life in the past – encourage children to think of specific questions to ask them? E.g, what did you have for lunch at school? Where did you go on holiday? How did you get there? What did you play with at home? Did you play on computers? Etc. • Plant and cultivate seeds. • Origins of Pancake day – links to Easter and Lent. • Make and eat pancakes. 	<p>Attenborough and his contributions to raising awareness of living things around the world.</p> <ul style="list-style-type: none"> • Visit Smithills farm to learn about new life in Spring. • Living Eggs to observe the life cycle of chicks – encourage children to consider how best to care for them – what are their needs? What should we do? • Look at possibility of organising a visit from a vet. • Plant and cultivate seeds. • Learn the Easter story – visit church for Easter service. • Re-tell aspects of Easter story, such as Palm Sunday, in Forest School. • Mothering Sunday celebrations – learn about origins and links to Easter/Lent. • Visit from firefighters. 	<p>the first man on the moon and watch clip of take off and landing on moon.</p> <ul style="list-style-type: none"> • Use Google Earth to look at different parts of the world chosen by children. Learn vocabulary of country, continent, land, ocean and some names of these. • Opportunities for children to make their own maps. 	
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Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<ul style="list-style-type: none"> Join in with songs, join in with role play games and use resources available for props. Build models using construction equipment. Begin to mix colours. Sing call-and-response songs, so that children can echo phrases of songs you sing. Revisit simple nursery rhymes and number songs Self-portraits, junk modelling, take picture of children’s creations and record their explanations. Provide opportunities to work together to develop and realise creative ideas. Leaf rubbings Explore artist - Guiseppe Arcimboldo – fruit and veg printing 	<ul style="list-style-type: none"> Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas, Christmas songs/poems. The use of story maps, props, puppets and storybags will encourage children to retell, invent and adapt stories. Role-play parties and celebrations. Role-play of The Nativity. Bonfire and fireworks paintings – experimenting with different effects and media Rangoli patterns with a range of media Christmas crafts Outdoor large scale Patterns Printing and pattern wrapping paper design Colour mixing Design and make a diva lamp 	<ul style="list-style-type: none"> Learn a traditional Chinese new Year dragon dance and perform it. Encourage children to create their own music for it after watching clips. Junk modelling, houses, winter hibernation shelters for small animals. Exploration of other countries – dressing up in different costumes. Retelling familiar stories. Provide children with a range of materials for children to construct with. Making lanterns, Chinese writing, puppet making, Listen to traditional music from the countries focused on for UW. 	<ul style="list-style-type: none"> Children explore ways to protect the growing of plants by designing scarecrows. Collage - farm animals exploring textures to represent their fur/feathers etc. Pastel drawings, printing patterns on Easter eggs. Create life cycles art work. Mothers Day crafts. Easter crafts. Observational drawings of insects and plants and flowers Symmetrical butterflies. 3d insects Explore artists and skills - Paul Klee – Take the line for a walk Musical instruments to represent insects Listen to Ugly Bug Ball Begin to look at composers, musicians and singers 	<ul style="list-style-type: none"> Children encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Design and make windmills, water wheels, paper planes Sustainable art – junk modelling. Link to sustainable artist – El Anatsui – uses ‘waste’ to make art, e.g. wall hangings made of bottle tops Songs and dances linked to sustainability Musical instruments to match different wild animals from around the world 	<ul style="list-style-type: none"> Sand pictures Lighthouse designs. Puppet shows: provide a wide range of props for play which encourage imagination. Salt dough fossils. Water pictures, collage, Shading by adding black or white, colour mixing for beach huts. Colour mixing Underwater pictures. Shadow Puppets. Observational drawings of land and sea animals Collage, pastels and chalks Shadow artist – Alison Russell Performing for an audience Talent Show

Reception Early Learning Goals

These are our Reception end points (Early Learning Goals), based on the seven areas of learning and development. Judgements are ‘best fit’:

Communication and Language	Listening, attention & understanding	<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
	Speaking	<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 may 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
Physical Development	Gross motor skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
	Fine motor skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Using a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing
Personal, Social and Emotional Development	Self-regulation	<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
	Managing self	<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
	Building relationships	<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 and to others’ needs
Literacy	Word reading	<ul style="list-style-type: none"> 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 misconception words
	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories

		<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
	Writing	<ul style="list-style-type: none"> 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
Mathematics	Number & numerical patterns	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts 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
	Shape, space & measure <i>(not in expectations)</i>	<ul style="list-style-type: none"> Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities Create and describe patterns Explore characteristics of everyday objects and shapes and use mathematical language to describe them
Understanding the World	Past & present	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling
	People, culture & communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate - maps
	The natural world	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
Expressive Arts & Design	Creating with materials	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role-playing characters in narratives and stories
	Being imaginative & expressive	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

Monitoring and Assessment

Throughout EYFS, children's progress and attainment against our expectations is monitored daily, and is tracked as follows:

Phonics Assessment Tracker (Reception)

We use our online portal to track children's progress in phonics. This provides clear feedback and is used to inform future planning and highlight those children who are at risk of falling behind so that additional intervention can be put in place, such as one to one tutoring.

EYFS Assessment Records & Pupil Progress Meetings

EYFS Assessment Records are kept for each area of learning on which is recorded whether or not children are on track to meet our expectations. For any children who are not on track, interventions are planned for and implemented.

These records form a focus for termly Pupil Progress Meetings with senior leadership.

EYFS Termly Assessment Record

A Termly Assessment Record is completed for each child at the end of each term (and baseline), which provides a quick data snapshot as to whether they are currently on-track. This helps to form an ongoing analysis and overview, as well as an opportunity to look for trends.

These records form part of the school's termly whole-school data analysis.

Reading Records

An ongoing record of children's reading at home and in school, allowing for two way communication between parents/carers and teaching staff. These records also provide opportunities to track specific phonemes, words or concepts that the children are having difficulty with.

Adult Led Task Records

Records of the weekly maths and phonics/writing adult led tasks detailing how much support the children required to achieve the objective.

Floor Books

Whole class book recording elements of learning taking place each week. Entries may come from whole class adult led learning, children's activity in the learning environment, or contributions from home. These are available for the children to reflect on and discuss the learning that has taken place.

Appendix 1: Early Maths

Mastering Number: Overview of content – Reception

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
<p>1</p> <p>Children will:</p>	<ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. 	<ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. 	<ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. 	<ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.
<p>2</p> <p>Children will:</p>	<ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. 	<ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. 	<ul style="list-style-type: none"> explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. 	<ul style="list-style-type: none"> compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.
<p>3</p> <p>Children will:</p>	<ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part 	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 	<ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. 	<ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal.

	<ul style="list-style-type: none"> experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns. 	<ul style="list-style-type: none"> order numbers, linking cardinal and ordinal representations of number. 		
4 Children will:	<ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. 	<ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. 	<ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10. 	<ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.
5 Children will:	<ul style="list-style-type: none"> continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. 	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting. 	<ul style="list-style-type: none"> explore the composition of 10. 	<ul style="list-style-type: none"> order sets of objects, linking this to their understanding of the ordinal number system.
6	In this half-term, the children will consolidate their understanding of concepts previously taught through application of the White Rose units for the summer term.			

Numberblocks

Numberblocks is a pre-school BBC television series aimed at introducing children to early number.

Snappy animation and loveable characters combine with engaging storylines to gently introduce concepts of number to support early mathematical understanding. We use relevant episodes alongside NCETM Mastering Number materials, helping children to bring the numbers and ideas to life in the world around them.

