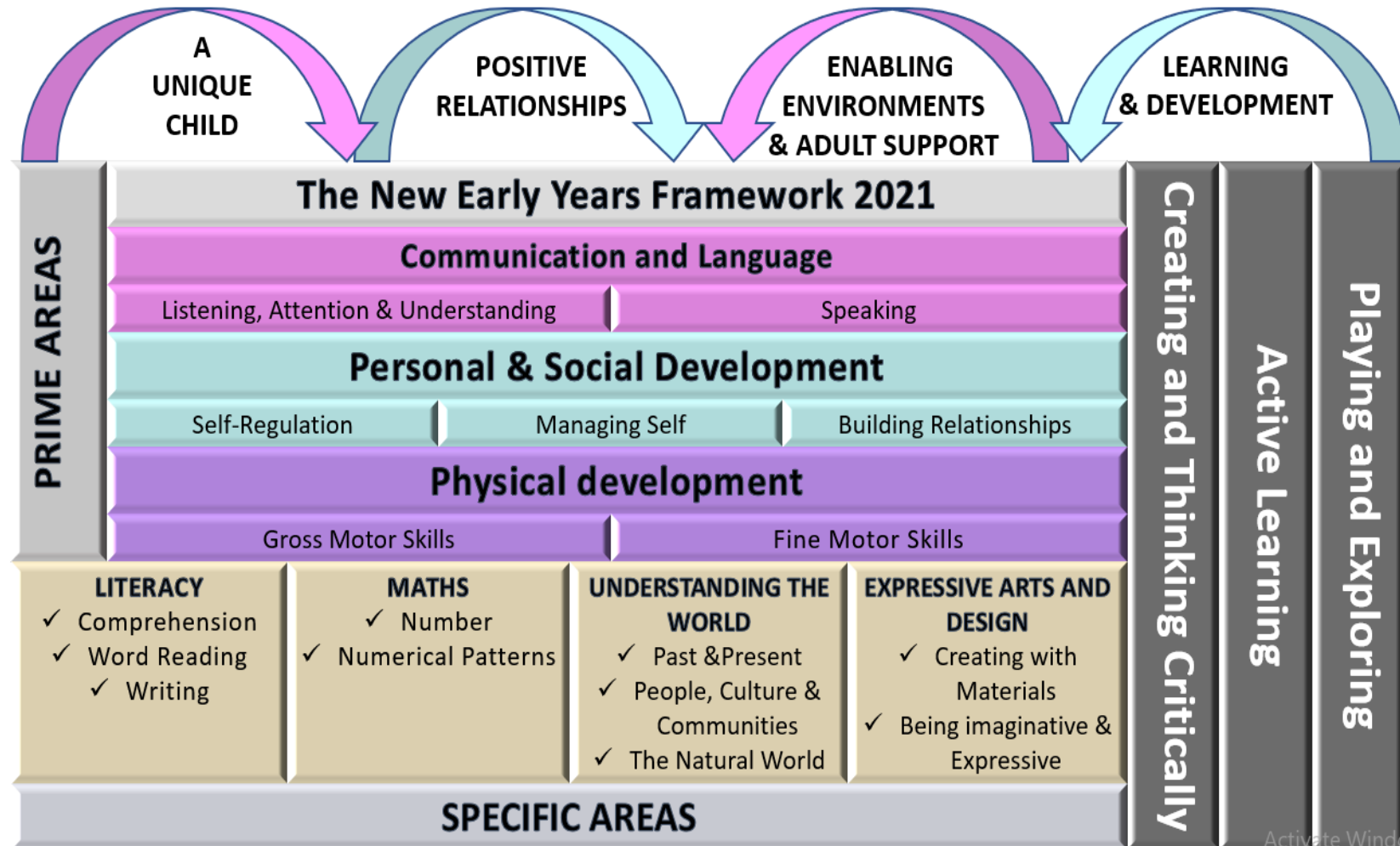




*'Let Your Light Shine'*  
(Matthew 5.v16)

## Reception Curriculum





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>General Themes</b></p> <p><i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p>	<p><b>All About Me</b></p> <p>Starting school / my new class / New beginnings Feelings / PSED focus How do I make others feel? My family / We are all different What am I good at? Houses and homes Being kind / staying safe</p>	<p><b>Light and Dark</b></p> <p>What is Autumn? / Seasonal changes Hibernation / nocturnal animals Bonfire Night Harvest time Healthy eating / fruit and veg ADVENT / CHRISTMAS</p>	<p><b>Antarctic Explorers</b></p> <p>What is Winter? / Seasonal changes Winter Weather South Pole: identifying, comparing and contrasting environments. Penguin lifecycle Chinese New Year</p>	<p><b>Where do We live?</b></p> <p>Our village/ facilities within Our Environment What can we see? How to take care of our environment. Weather Recycling EASTER</p>	<p><b>Come Outside</b></p> <p>What is Spring? / Seasonal changes New life / growth Plants and Flowers Life cycles Labelling plants Planting beans / seeds Mini-beasts / habitats</p>	<p><b>Fun at the Seaside</b></p> <p>Summer? / Seasonal Changes What is Summer? / Where in the world have you been? Summer holidays Beach holidays - Seaside Fossils and Rock Pools Under the sea</p>
<p><b>Key Texts and 'old favourites'</b></p>	<p>The Colour Monster Ruby's Worry Elmer Giraffes Can't Dance <b>We are all different</b> <b>Part of the Party</b> Perfectly Norman Pete the Cat We're Going on a Bear Hunt The colour Monster goes to School The Gruffalo Ravi Roar Dogger</p>	<p>It was a cold, dark night Rama and Sita Nativity/Christmas Story Story of Guy Fawkes <b>Dipal's Diwali</b> <b>Sparks in the Sky</b> The Little Red Hen The very helpful hedgehog Leafman Laura's Star <b>A Christmas Collar</b> Stickman</p>	<p><b>Lost and Found</b> <b>The story of the zodiacs</b> <b>Story of Nian the Dragon</b> Mr Wolf's Pancakes The Emperor's Egg Jack Frost Lost and Found Hairy Maclary The Snowman</p>	<p><b>Easter story</b> One Plastic Bag Percy the Park Keeper Alien's Love Underpants On the Way Home Here We Are Amazing Grace Shirley Huges-Alfie &amp; Annie Six Dinner Sid I Love my Dad I Love my Grandad</p>	<p>Handa's Surprise <b>The Tiny Seed</b> <b>Jack and the Beanstalk</b> The Hungry Caterpillar Oliver's Vegetables Supertato Norman the Slug The Bad-Tempered Ladybird A Squash and a Squeeze Farmer Duck</p>	<p><b>The Rainbow Fish</b> <b>Sharing a Shell</b> The Storm whale The Blue Whale The Snail and the Whale Commotion in the Ocean Billy's Bucket The Lighthouse Keeper's Lunch Sharing a Shell At the Beach Mr Grumpy's Outing The Day the Crayon Quit The Sea Saw</p>
<p><b>'Wow' moments / Enrichment Weeks</b></p>	<p>Harvest Festival Visit- Fruit and Veg shop Talent Show Buddy Assembly Stay and Play Colour nature hunt Forest Schools Visit- library</p>	<p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Black History Month Remembrance day-Soldier visit Children in Need Anti- Bullying Week Harvest Festival Visit- doctors Christmas Pantomime</p>	<p>New Year Chinese New Year LENT / Pancake Day World Book Week Visit to the Library / Author visit Valentine's Day Forest Schools</p>	<p>LENT / EASTER Mother's Day Farm visit/Scout.ed Easter crafts day Forest Schools Visit to the florist</p>	<p>Visit to the allotments / Walk to the park / picnic Post a letter - up to post box/office Forest Schools</p>	<p>Visit to aquarium/seaside Father's Day World Environment Day Ice-cream van Sport's Day Forest Schools</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Where do We Live?	Come Outside	Fun at the Seaside
Over Arching Principles	<b>Characteristics of Effective Learning</b>					
	<p><b>Playing and exploring:</b> - 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</p> <p><b>Active learning:</b> - 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.</p> <p><b>Creating and thinking critically:</b> - 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.</p>					
	<p><b>Enabling environments:</b> 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.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>PLAY: At St Stephens CE Primary School, 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, we are proud that 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.' EYFS Team</i></p> <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p>					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Where do we Live?	Come Outside	Fun at the Seaside
Students take ownership of their learning	<b>Character Formation</b> Our virtues of respect, self-discipline, courage, integrity, empathy and gratitude are tangible throughout curriculum	<b>Spiritual Insight</b> Students have profound and stirring experiences of religious education and festivals	<b>Educational Excellence</b> High quality dialogue Speak sincerely Engage in empathic dialogue Culture of intellectual curiosity and continuous professional development	<b>Educational Excellence</b> Holistic, values based and contextualised curriculum Competitive Progress Children actively involved in creating their own paths of learning Children's passions are evident Committed engagement of parents/carers as co-educators.	<b>Spiritual Insight</b> Children evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world and for some, their relationship with God.	<b>Character Formation</b> Children make conscientious choices
Inspiring Learning Environments	Experienced Based Curriculum	Effective pastoral care			Positive Relationships	Promote the Common Good
Pupil Voice	Provision for Philosophy, Religion & Ethics, PSHE, yoga and meditation	The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief			All are committed to their own personal journey of self-discovery	Children develop moral literacy
Restorative practice	<ul style="list-style-type: none"> <li>o We are <b>unique spiritual beings</b> with <b>incredible potential</b> and we achieve our full potential by discovering and nurturing all parts of ourselves – <b>intellectual, emotional, physical and spiritual</b>.</li> <li>o We choose how we wish to respond to life and what we <b>nurture within us</b>.</li> <li>o We <b>care for and respect all life</b> – human, animal and plant – and live in a way that causes the <b>least possible harm</b>.</li> <li>o We each observe the one same reality from our own <b>unique perspective</b> and engage in <b>open-minded dialogue</b> to deeply enrich our vision.</li> <li>o We serve a <b>higher purpose</b> by living a meaningful and satisfying life of contribution.</li> <li>o We are nourished by <b>personal relationships</b> that fulfil our need to <b>love and be loved</b>, encouraging us to be the best we can be.</li> </ul>					
Core Principles						



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Where do we Live?	Come Outside	Fun at the Seaside
Our Values <i>Assemblies / Sharing Circles</i> These will mirror the principles and values of our school. We will 'dip in and out of each area' each term as and when we need to.	<b>Mutual respect</b> 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.	<b>Mutual Tolerance</b> 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.	<b>Rule of law</b> 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.	<b>Individual liberty</b> 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.	<b>Democracy</b> 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.	<b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment opportunities	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline Phonic Intervention groups	On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessments RWI Assessment EY lead network meeting	GLD Projections for EOY Cluster moderation EYFS team meetings Phase meeting and internal moderations RWI Assessments	Pupil progress meetings Parents evening info EYFS team meetings EY lead network meeting RWI Assessments	EYFS team meetings Pupil progress meetings RWI Assessments Cluster moderation	Pupil progress meetings Parents evening info EYFS team meetings EOY data EY lead network meeting
Parental Involvement	Staggered Start Harvest Assembly Home / School Agreement Bucket Certificates Phonics workshop Year 6 Welcome Assembly	Bucket Certificates Stay and Play sessions Nativity Maths workshop Parents Evening Christmas Crafts	Bucket Certificates Writing workshop Share a story Reading time with a family member	Parents Evening Art workshop / Gallery Share a story Easter Crafts Bucket Certificates	Bucket Certificates Share a story Maths Morning - Look how far we have come!	Bucket Certificates Share a story Parents Evening Parent's Picnic Sports Day



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Where do we Live?	Come Outside	Fun at the Seaside
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b> .					
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.</p> <p><b>Daily Story Time</b></p> <p>Vocabulary (including but not limited to)</p> <ul style="list-style-type: none"> <li>◊ Explaining – because, so, it might be</li> <li>◊ Sequencing – first, then, next, after that, finally, before</li> <li>◊ Topic and Curriculum Words</li> <li>◊ Social Phrases – good morning, welcome, how are you?</li> <li>◊ Storytelling words – once upon a time, a long time ago.</li> <li>◊ Predicting – I think, it could be, maybe.</li> </ul>	<p><b>Welcome to EYFS</b> Settling in activities.</p> <p>Making friends through play.</p> <p>Children talking about experiences that are familiar to them–beginning to use well formed sentences.</p> <p>Expressing/understanding feelings and emotions.</p> <p>Sharing facts about me!</p> <p>Model talk routines and active listening through the day.</p> <p>Introduce new vocabulary and repeat throughout the week.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Sharing familiar stories and traditional tales.</p> <p>Introduce Nelly.</p>	<p><b>Tell me a story!</b> Develop vocabulary and repeat throughout the week.</p> <p>Tell me a story – retelling stories answering who, where and when questions.</p> <p>Introduce story language–sequencing words.</p> <p>Following instructions–2/3 part.</p> <p>Takes part in group discussions.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Choose familiar books that will develop their vocabulary. Learn new rhymes, poems and songs.</p>	<p><b>Tell me why!</b> Beginning to use more connectives when communicating.</p> <p>Begin to answer how and why questions.</p> <p>Retell a story using story language.</p> <p>Ask children questions to find out more and to check they understand what has been said to them.</p> <p>Begin to describe events in some detail–what did they do during the Christmas holiday?</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books and use new vocabulary.</p>	<p><b>Talk it through!</b> Describe events in detail using time connectives.</p> <p>Discovering Passions.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story.</p> <p>Understand more complicated words such as 'first', 'last', 'might', 'may be', 'above' and 'in between'</p> <p>Use talk to explain how things work and why they might happen.</p> <p>Sharing differences between homes and localities.</p>	<p><b>What happened?</b> Re-read some books so children learn the language necessary to talk about what is happening in each illustration.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Take turns speaking in much longer conversations, understanding complex sentences.</p> <p>Children to describe how they did something in detail.</p> <p>To answer why questions.</p> <p>Begin to use their imagination to create stories–children to retell their stories.</p>	<p><b>Time to share!</b> Show and tell–describing objects.</p> <p>Weekend news using some irregular, past tense verbs.</p> <p>Discovering Passions.</p> <p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</p> <p>Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p> <p>Using sentences that are 8 words or more in length.</p> <p>Children to retell their made-up stories to others.</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic explorers	Where do we Live?	Come Outside	Fun at the seaside
Physical development	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b> . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .					
Fine motor	<p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills.</p> <p>Draw lines and circles using gross motor movements.</p> <p>Hold pencil/paint brush beyond whole hand grasp.</p> <p>Pencil Grip</p> <p>Practise pre-writing shapes.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable /</p> <p>Build things with smaller linking blocks, such Lego</p>
Daily opportunities for Fine Motor Activities						
Gross motor	<p>Fundamental Movement</p> <p>Balance on apparatus.</p> <p>Climbing – outdoor equipment.</p> <p>Travel in a range of ways, stop on signal.</p> <p>To adjust speed.</p> <p>To twist, balance and stretch.</p> <p>Partner work.</p> <p>Balancing beanbags on body parts.</p> <p>Changing for PE / develop good personal hygiene.</p> <p>Teach correct handwashing and toileting.</p> <p>Squiggle Wiggle.</p> <p>Wake up shakes up.</p>	<p>Fundamental Movement</p> <p>Use different body parts to balance with.</p> <p>To move in different directions/different speeds.</p> <p>To run using obstacles.</p> <p>Develop control of body posture.</p> <p>Crawling/climbing using apparatus.</p> <p>Jumping in and out of hoops.</p> <p>Throwing and rolling a large ball.</p> <p>To walk/run using small and large steps.</p> <p>Ball skills- throwing and catching.</p> <p>Crates play- climbing, dance related activities</p>	<p>Dance</p> <p>To travel around the room in a variety of ways.</p> <p>Dance / moving to music</p> <p>To perform movement phrase/patterns using a range of body actions and body parts.</p> <p>Listen to instructions and signals.</p> <p>Practise and explore patterns of movements.</p> <p>To move in time to the beat.</p> <p>To link movements together.</p> <p>To perform a dance using a sequence of movements.</p> <p>Respond to rhythms, moods and a range of music.</p> <p>To work with others.</p>	<p>Gymnastics</p> <p>Balance- children moving with confidence</p> <p>To use and fill the space available to them.</p> <p>To land using the correct technique.</p> <p>To follow instructions accurately &amp; be aware of the safety issues.</p> <p>To make shapes from different body parts.</p> <p>To practice and perform a range of rolling techniques.</p> <p>Provide opportunities for children to, spin, rock, tilt, slide and bounce.</p> <p>Promote healthy lifestyle.</p>	<p>Games/Ball Skills</p> <p>Learn, develop, practice throwing.</p> <p>To throw and catch a large ball.</p> <p>To kick a ball.</p> <p>Obstacle activities- children moving over, under, through and around equipment.</p> <p>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking.</p> <p>Explore a range of basic jumps.</p> <p>Turn taking.</p> <p>To stay within the boundaries.</p> <p>Cooperation games e.g., parachute</p>	<p>Games</p> <p>Develop, perform, evaluate basic throw.</p> <p>To control a medium ball.</p> <p>Races / team games involving gross motor movements.</p> <p>To show an awareness of different parts of their feet.</p> <p>To work as part of a small group.</p> <p>To self-evaluate.</p> <p>To use different travelling methods.</p> <p>To throw to a specific target.</p> <p>Perform basic actions using equipment.</p> <p>Perform combinations of jumps.</p>
Vocabulary (including but not limited to)						
Pencil control, pencil grip, space, safe, equipment, strength, balance, forwards, backwards, move, run, jump, dance, skip, hop, climb, throw, catch, teamwork, under, over, behind, through, twist, roll, slide, bend, higher, faster, longer, further.						



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Where do we Live?	Come Outside	Fun at the Seaside
Personal, Social and Emotional Development	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives and</b> is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, 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 <b>children can achieve at school and in later life</b>.</p> <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." Education Endowment Foundation.</i></p>					
Managing Self Self-Regulation Building Relationships	<p>New Beginnings.</p> <p>See themselves and others as valuable individuals, building respectful relationships.</p> <p>Being me in my world—find out all about the child and their interests.</p> <p>Introduce class Rule Rules and Routines, encouraging children to think of their own rules.</p> <p>Supporting children to build relationships.</p> <p>Emotions—encouraging children to talk about when they are hurt or distressed.</p> <p>Children learn how to stay fit and healthy practicing good personal hygiene.</p>	<p>Building relationships, encouraging the children to listen to each other.</p> <p>Teaching children how to deal with emotions.</p> <p>Self – Confidence, help children to set own goals.</p> <p>Celebrating kindness.</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p> <p>Circle time to discuss how we solve problems and deal with challenges.</p>	<p>Good to be me Feelings, children to talk about and share how they are feeling.</p> <p>Learning about and recognizing qualities and differences in themselves and others.</p> <p>Celebrating differences, understanding that it is good to be different.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel scenarios.</p>	<p>Forming good relationships.</p> <p>Children to discuss what makes a good friend?</p> <p>Healthy me—understanding the different factors that support health and well-being.</p> <p>Children to recognize random acts of Kindness.</p> <p>To know how to look After our Planet and understand why this is important.</p> <p>Give children strategies for staying calm in the face of frustration.</p> <p>Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Looking after others, children to develop care and concern for their peers.</p> <p>To build positive friendships and work towards solving conflict.</p> <p>Children to share dreams and goals.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Discuss why we take turns, wait politely, tidy up after ourselves.</p> <p>Caring for plants and animals and understanding why this is important.</p> <p>Working cooperatively in a team.</p>	<p>Taking part in sports day – Winning and loosing and supporting one another.</p> <p>Changing me Look how far I've come! Can discuss what they have achieved this year and future goals and wishes.</p> <p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour– bucket filling certificates.</p> <p>Children to demonstrate a healthy attitude– hand washing, exercise, teeth cleaning and healthy eating.</p> <p>Children to have made close friendships showing respect and kindness.</p>
<p>Vocabulary (including but not limited to) Happy, sad, scared, worried, excited, nervous, jealous, shocked, frustrated, anxious, proud, kindness, considerate, support, choices, calm, emotions, feelings, more healthy, less healthy, germs, hygiene, listen, question, community, family, share, taking turns, patience, instructions, challenge, risk, curious, resilient, determined, well-being.</p>						





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Where do we Live?	Come Outside	Fun at the Seaside
Literacy	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Comprehension - Developing a passion for reading	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories using pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images. Retelling of stories. Oral retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story - use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. <i>Home books must match the child's reading ability.</i></p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events Map reading Sign Posts Stories from other cultures and traditions</p>	<p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Information leaflets about animals in the garden/plants and growing. Recording observations of growing plants. Timeline of how plants grow.</p>	<p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, blurb, illustration, illustrator, author and title. Sort books into categories.</p>
Word Reading	<p><b>Phonic Sounds:</b> RWI Set 1 whole class <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups / Ditties <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' or 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups: <b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'we'.</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff</p>
Vocabulary (including but not limited to) Sound, phoneme, digraph, letter, segment, blend, word, phrase, sentence, capital letter, full stop, finger spaces, first, next, then, after that, later, last, before, story, fiction, non-fiction, beginning, middle, end, character, setting, event.						
Children will be working in different groups for Read Write Inc. Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words. Ditty sheets, introduction of Red Ditty Books and Purple/pink books for more confident readers.						



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Where do we Live?	Come Outside	Fun at the Seaside
Writing	<p><b>Texts as a Stimulus:</b> Nursery Rhymes Label characters</p> <p>Elmer – letter to Elmer, List for party.</p> <p>Letter formation- RWI</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and cvc words.</p> <p>Use initial sounds to label characters / images. Silly soup. Names Labels. Captions, Lists, Diagrams Messages – Create a Message centre!</p>	<p><b>Texts as a Stimulus:</b> 'We're Going on a Leaf Hunt' (Journey story) Sequence the story, story mapping</p> <p>'Room on the Broom' Labelling the characters. Writing ingredients for potions.</p> <p>'Norman the Slug that Saved Christmas' – writing a label for a gift.</p> <p>Writing a letter to Santa.</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, letter sounds and CVC words.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p>	<p><b>Texts as a Stimulus:</b> Lost and Found Create a 'Lost' poster for the penguin</p> <p>CVC words / simple captions writing using taught letter sounds Label a Penguin</p> <p>Polar animals – Animal Fact File – Compare two animals</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Introducing digraphs</p> <p>Guided writing based around developing captions in a meaningful context. Create a story board (Lost and Found)</p> <p>Thank you letter to Santa.</p>	<p><b>Texts as a Stimulus:</b> Percy the Park Keeper One Plastic Bag The Easter Story</p> <p>Aliens love Underpants- write a letter to the alien. Speech bubbles for the alien.</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions Character descriptions.</p> <p>Write 1 simple sentences.</p>	<p><b>Texts as a Stimulus:</b> Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles</p> <p>Hungry Caterpillar – (Cumulative) Describe foods / adjectives</p> <p>Healthy Food – My Menu / Bean Diary</p> <p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly.</p> <p>Rhyming words.</p>	<p><b>Texts as a Stimulus:</b> Write a postcard / diary writing</p> <p>My Holiday – recount</p> <p>'The Rainbow Fish' Retell the story in own words / Describe the fish Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish Write three sentences – B, M &amp; E.</p>
<p>Texts may change due to children's interests</p> <p>Vocabulary (including but not limited to) name, sound, phoneme, grapheme, digraph, phrase, letter, segment, blend, word, label, list, caption, sentence, capital letter, full stop, finger spaces, question mark, exclamation mark, tricky word, first, middle, last, beginning, middle, end, letter formation.</p>						



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Where do we Live?	Come Outside	Fun at the Seaside
Maths	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i></p> <p><b>Mathematics Mastery</b> <b>White Rose Maths</b></p> <p><i>'Key skills of counting, subitising, composition, ordering and comparing are threaded throughout the guidance and get progressively more challenging.'</i> <b>White Rose Maths Teacher Guidance</b></p> <p>Vocabulary (including but not limited to) Number, shape, more, less, fewer, total, altogether, amount, add, subtract, take away, number names, equal, the same as, order, double, half, share, number bond, number sentence, odd, even, heavy, light, heavier, lighter, empty, full, half full, small, large, long, longer, longest, short, shorter, shortest, measure, o'clock.</p>	<p>Establish numeracy through routines Match objects Match pictures and objects Identify a set Sort objects to a type. Explore sorting techniques. Create sorting rules Compare amounts</p> <p>Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns. Create a simple pattern. Recite numbers past 5</p>	<p>Find 1,2,3 Subitise 1,2,3 Represent 1,2,3, 1 more 1 less Composition of 1,2,3</p> <p>Circles and triangles- identify, compare and describe Describe position</p> <p>Find 4 and 5 Subitise 4 and 4. Represent 4 and 5. 1 more 1 less Composition of 4 and 5. Composition of 1-5.</p> <p>Identify and name shapes with 4 sides. Shapes in the environment Day and night</p>	<p>Introduce 0 Find 0-5 Subitise 0-5 Represent 0-5 1 more 1 less Composition Conceptual subitising to 5. Compare mass Find a balance Explore capacity Compare compacity</p> <p>Finding 6,7,8 Represent 6,7,8 1 more 1 less Composition of 6,7,8 Make pairs odd and even Double to 8 Combine two groups Explore and compare height, length Discuss, order and sequence time</p>	<p>Finding 9 &amp; 10 Compare numbers to 10 Represent 9 &amp; 10 1 more 1 less Composition to 10 Number bonds to 5 and then some to 10. Doubling numbers Explore odd and even</p> <p>Recognise and name 3D shapes Find 2D shapes within 3D shapes 3D shapes in the environment Identify more complex patterns. Copy and continue patterns Patterns in the environment</p>	<p>Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p> <p>Add more How many did I add? Take away How many did I take away?</p> <p>Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes</p>	<p>Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles</p> <p>Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p> <p>Deepen understanding Patterns and relationships</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Where do we Live?	Come Outside	Fun at the Seaside
<b>Understanding the world RE / Festivals</b>  Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.  They will begin to understand and value the differences of individuals and groups within their own community.  <b>Vocabulary (including but not limited to) Street, road, path, park, church, shops, dentist, doctors, house, map, hill, river, sea, trees, plants, forest, weather, England, yesterday, today, tomorrow, before, after, next, past, present, future, long ago, same, different, day, night, soil, rock, hard, soft, animals, plant, flower, tree, material, push, pull, smell, feel, see, touch, hear, taste, body parts, seasons, changes, petal, root, stem, light, dark, bendy, rough, smooth.</b>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Identifying their family. Commenting on family photos; naming family members and of what relation they are to them.  Talk about what they do with their family and places they have been together. Can draw similarities and make comparisons between other families..  Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.  Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.  Identify similarities and differences- we are all unique.  Learn about and name body parts and how they work.  Discuss birthdays and past celebrations. Begin to explore the world around us and discuss how it changes as we enter Autumn. What do the children already know about autumn?  Summer holiday memory bag- create a class display, compare and discuss places.  Visit the doctors to learn how to stay fit and healthy whilst learning new vocabulary.  <b>Science-Our Body</b>	Can talk about what they have done with their families during Christmas' in the past.  Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.  Begin to understand the effect of changing seasons on the natural world around us through exploration and using all the senses; what can we see, hear and feel as we enter Autumn?  Nocturnal Animals. Making sense of different environments and habitats. What is hibernation? Why do animals hibernate in the winter? Investigate what makes a good habitat- make homes for the animals.  Guy Fawkes- to understand why we celebrate Bonfire Night.  Christmas- children to retell the story in sequence.  Visit the library to develop a love of reading.  Visit the green grocers to learn about a range of vegetables linked to harvest..  Remembrance Day-Soldier to visit  <b>Science- Animals</b>	Listening to stories and placing events in chronological order.  Compare and contrast our immediate environment with environments in the Antarctic region drawing on knowledge from stories and non-fiction texts. Recognising the difference. Explore a range of polar animals.  Explore the world around us and see how it changes as we enter Winter. Provide opportunities for children to note and record the weather- weather detectives.  Explore melting and freezing; how does ice appear? What is ice? Changing states of matter.  Use images, video clips, shared texts and other resources to bring the wider world into the classroom.  Chinese New Year – recognise that people have different beliefs and celebrate special times in different ways.  <b>Science-Winter and Seasons</b>	Trip to our local park discuss what we will see on our journey and how we will get there. List of the shops in our village, what do the shops sell? What other amenities do we have and why?  Study the immediate environment, introducing and modelling new vocabulary.  Create a map of our classroom. What do the children notice? Can the children draw the key features.  Visit to the florist to learn what a florist does and why do we have a florist in our village.  Talk about their homes and what there is to do nearby? How does this compare to other homes? Children to draw/paint or construct their homes.  Use bee-bots on simple maps. Encourage the children to use navigational language.  Can children differentiate between land and water. Use globes/world maps. Create opportunities to discuss how we care for the natural world around us, Make posters. St George- to retell the story.  Design a rocket, rocket experiment which one travels the furthest.  What do the children know about space? What would they like to find out and then Compare it to Earth.  <b>Science- Space</b>	Explore the world around us and see how it changes as we enter Spring. Provide opportunities for children to note and record the weather.  Study various lifecycles- frogs/ caterpillars, children to understand the lifecycle. Change in living things – Changes in the leaves, weather, seasons. Explore, describe and compare life cycles of plants and animals.  Planting beans to create our very own beanstalk, children to learn the process.  Planting lettuce and other foods to eat during snack time, children to observe growth and understand about healthy eating.  Spring detectives- spring walks to identify the changes in the environment.  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.  Look for children incorporating their understanding of the seasons and weather in their play.  <b>Science- Insects</b>	Encourage children to make observations of different sea creatures. How are they similar? How are they different? Compare to land animals.  Materials: Floating / Sinking – boat building exploring a variety of materials, grouping objects.  Seaside's – compare and contrast seaside holidays from the past and present – Magic Grandad.  Where have we been on holiday? How did we get there? Children to discuss past experiences.  Explore the world around us and see how it changes as we enter Summer.  Share our favourite memory within a group.  Contrast local environments, children to discuss the differences between the high street and the local river and the surroundings. .  Create story maps, children to use the map to retell the story.  To create a basic timeline of their life.  <b>Science-Forces</b>
	Discovery RE	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Light and dark	Antarctic explorers	Where do we Live?	Come Outside	Fun at the Seaside
<b>Expressive Arts and Design</b>	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> <p><b>Specific nursery rhymes to be taught throughout the year.</b></p>					
<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><b>Vocabulary (including but not limited to)</b>                  Draw, line, paint, mix, brush, pattern, thick, thin, material, colour, texture, soft, hard, rough, smooth, print, mould, press, push, nip, pinch, roll, artist, rub, collage, press, fold, tie, stick, hold, construct, build, cut, shape, mould, join, mend, design, make, music, instrument, sounds, loud, quiet, soft, hard, speed, quick, slow, story, beginning, middle, end, record, perform.</p>	<p>Join in with songs; begin to mix colours, join in with role play games, use resources available for props; build models using construction equipment. Sing songs Self-portraits- draw facial features, junk modelling, begin to talk through the process. Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Explore and engage in music making using body percussion.</p> <p>Using patterns to create an Elmer picture- e.g. squiggles, zig zags, circles, long and short lines.</p> <p>Children to make perfume using plants from the sensory garden, describing the process using their 5 senses.</p> <p>Artist Ana Von Laff children to experiment with design- Elmer creations.</p> <p>Portrait of our family- drawing body parts.</p> <p>Squiggle wiggle- large marks using chalk outside.</p> <p>Friendship bracelets-threading pasta</p> <p>To play instruments and describe the sound.</p> <p>Pitch match with someone else. <b>Children to learn Head, shoulder, knees and toes.</b></p>	<p>Use different textures and materials to make musical instruments, discovering different sounds.</p> <p>Designing homes for hibernating animals, discover what to use and why, evaluate how well they would work.</p> <p>Explore autumnal colours, developing colour mixing.</p> <p>Listen to music and make their own dances then painting in response.</p> <p>Firework pictures- children to learn how to use wax crayons, Christmas cards- mark making, finger painting, Christmas songs/poems.</p> <p>Fireworks-group art outdoors with chalk.</p> <p>Bake bread for harvest what changes occur?</p> <p>Leaf rubbings- wax crayons using the side of the crayon.</p> <p>Children to make the shape of a hedgehog with clay, then include the features using natural materials.</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Parties and Celebrations Role Play of The Nativity – learning and performing songs. To distinguish and describe changes in music.</p> <p><b>Recite- Away in a Manger</b></p>	<p>Children to select the tools and techniques they need to assemble materials to create a pop bottle penguin.</p> <p>Teach different techniques for joining materials, such as how to use adhesive tape and different types of glue.</p> <p>Combine and create different textures to create snowy/winter pictures-collage.</p> <p>Observational drawing-penguin, children to draw the features.</p> <p>Children to experiment with Chinese writing, Chinese music and composition.</p> <p>Painting in the snow and colour mixing on ice. To experience painting on different textures.</p> <p>Children to be introduced to the ingredients when making Chinese noodles.</p> <p>To explore making larger scale art – Transient art-loose parts</p> <p>Kandinsky circles, children to create their own master pieces using the ideas from Kandinsky.</p> <p>Children to make their own play-dough following a simple recipe with support.</p> <p>Discuss music with children, inviting them to describe and give opinions. <b>Children to learn Jack and Jill went up the hill</b></p>	<p>Design &amp; make houses-junk, children to choose the correct shapes and carefully join them together.</p> <p>Printing, patterns on Easter eggs can the children make a repeating pattern.</p> <p>Mother's Day crafts- Children to design a flower then use tissue paper to represent their design.</p> <p>Easter crafts-children to plan, design and decorate an egg.</p> <p>To learn a selection of Easter Songs</p> <p>Provide a wide range of props for play which encourage imagination.</p> <p>Retell of The Easter Story.</p> <p>Drama- acting out scenes from The Easter Story.</p> <p>Children to make simple maps of their school.</p> <p>Study a variety of self-portrait artwork using realistic and non-realistic colours- children to decide which one to create.</p> <p>Artist Meghan Coyle- Landscape collage using a photograph.</p> <p>Design a rocket, rocket experiment which one travels the furthest.</p> <p>Children to sing call and response songs. To keep a steady beat whilst playing instruments. <b>Children to learn- Hot cross buns</b></p>	<p>Learn a traditional African song and dance and perform it /</p> <p>To make their own fruit kebabs, choosing and chopping the fruit whilst describing the texture.</p> <p>Encourage children to create their own music.</p> <p>Creating collages/models with recycled materials, e.g. milk bottle</p> <p>Can the children create their own dance moves to represent the giant and Jack? Using drums, encourage the children to keep a steady beat to represent Jack and the giant's footsteps.</p> <p>Read a simple script of the story and encourage children to create movements to match the story events.</p> <p>Children to collage-mini beasts. Use pastels to draw and tissue paper to make tissue paper flowers.</p> <p>Children to independently make play-dough following a recipe card.</p> <p>To play pitch matching games.</p> <p>Children to begin to associate genres of music with characters and stories.</p> <p><b>Children to learn- There's a tiny caterpillar on a leaf.</b></p>	<p>Rainbow fish collages – group art, each child to decorate a scale.</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Colour mixing – underwater pictures. Create shades of blue to use in sea paintings.</p> <p>Salt painting seaside landscape-to experiment with painting on different textures.</p> <p>Listen to 'Summer' from the 'Four Seasons' by Vivaldi and encourage children to talk about the music and how they think it represents summer.</p> <p>Make Sandwiches-children to practise handwashing and making a sandwich remembering the sequence involved.</p> <p>Children to learn about the role of the Lighthouse and design their own.</p> <p>Father's Day Crafts – design a card and write the insert.</p> <p>Children to design, create &amp; paint an animal sculpture using clay, children to choose the animal.</p> <p>Children to create rhythms using instruments. To accurately anticipate changes in music.</p> <p><b>Children to learn 1,2, buckle my shoe.</b></p>



## Early Learning Goals – for the **end of the year** – Holistic / best fit Judgement!

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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.</p> <p><b>ELG: Numerical Patterns</b></p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; – Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>