

**UPS Values-led ‘Being More’ Curriculum: EYFS**

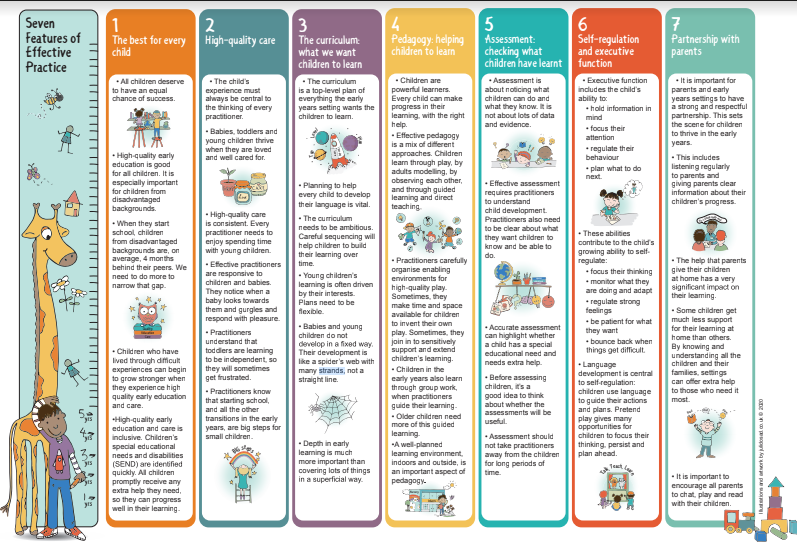
**Nurturing active learners to ‘be more’**

**2020-21**

**VISION**

**The amalgamation of Urmston Infant and Junior Schools in 2017 began a passionate journey into curriculum development. Urmston Primary’s school values of *resilience, responsibility, respect, happiness, kindness and pride*, like our motto of *‘Growing Together. Empowered to Be More’*, has become engrained into the fabric of school life and also weaved into every context and every topic that the children learn about. It continues to evolve so that it incorporates local, national and global contexts and enables our pupils to become knowledgeable young citizens who want to actively make a difference and make the world a better place. This is all the more important in the midst of a pandemic, and the aftermath, and so this curriculum – along with other initiatives based upon wellbeing and character education - will continue to develop and evolve in order to inspire our children to be reflective, positive and pro-active young people who gain strength and identity from following our values.**

**Our children must feel safe and secure in ‘growing together’ before being ‘empowered to be more’. This recognition allows our staff to gauge our children’s social and emotional needs and appropriately guide them to develop their knowledge, skills and behaviours, offering our support and challenge when we see fit. Therefore, underpinning our curriculum are the seven features of effective practice as presented below:**



In planning and guiding our children’s activities, we take account of different learning styles and reflect these in our practice. The characteristics of effective teaching and learning are woven throughout our planning, continuous provision, in the moment activities and our daily routine. Each characteristic of effective learning has been appointed its own character to remind the children of each character’s goals.

|  |
| --- |
| **Playing and Exploring- Professor Play** |
| * Make choices, showing curiosity and exploring different resources and materials. * Plan and think ahead about how they will explore or play with objects. * Representing their experiences in play and taking on a role in their play * Guide their own thinking and actions by talking to themselves while playing. * Make independent choices. Do things independently that they have been previously taught. * Bring their own interests and fascinations into early years settings. This helps them to develop their learning. * Respond to new experiences that you bring to their attention. |
| **Active Learning- Agent Active** |
| * Show goal-directed behaviour. * Maintain focus on an activity for a period of time and not easily distracted * Use a range of strategies to reach a goal they have set themselves. * Enjoy meeting challenges for their own sake rather than for external praise * Begin to correct their mistakes themselves. * Keep on trying when things are difficult and bouncing back after difficulties. |
| **Creating and Thinking Critically- Captain Creative** |
| * Sort objects and materials. * Review their progress as they try to achieve a goal. Check how well they are doing. * Solve real problems. Use pretend play to think beyond the ‘here and now’ and to understand another perspective. * Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. * Concentrate on achieving something that’s important to them. * They are increasingly able to control their attention and ignore distractions. |

It is imperative for children to have an appropriate balance between focused learning - to develop their knowledge and understanding - and investigation and exploration - to enhance their skills in using and applying what they know, developing their independence, inter-dependence and self-confidence in wanting to ‘be more’. We believe that all children develop and learn in different ways and every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. We do this through establishing positive relationships and providing a happy, safe and enabling environment for learning, both indoors and outdoors, where as well as learning about their current topics, opportunities for ‘in the moment’ planning are embraced.

All learning, in every area of our curriculum, provides pupils with context, providing memorable learning experiences, giving learning relevance, and ensuring that our pupils are engaged, enthused and inspired by their education. This leads to a lifelong love of learning that our children carry with them as they move on to secondary education and beyond.

The combination of acquiring knowledge, enhancing vocabulary, applying knowledge and skills practically through enquiry and first-hand experience, including school trips, will all add to our pupils’ broad ‘cultural capital’ (which is essentially rooted in diversity and not culturally limited), whilst nurturing inquiring minds and a love of learning.

In order to achieve our vision, there are a number of things that our children need from us: key ***principles*** that we must agree with; key ***aims*** that we need to achieve; and key ***themes*** that we want to address, so that our young people are ready and confident in ‘being more’.

**AIMS and PRINCIPLES**

* To promote a shared vision of ‘being more’ amongst all of our school community - from staff, to children, to parents
* To be always aware of the importance of children’s character building and the impact this has on their learning
* For staff to be part of the life of the curriculum, their shared vision and value system meaning that our children are exposed to a *truthful*, *accurate* and thorough learning experience which promotes equality and diversity and celebrates achievements of all backgrounds
* To ensure clear links with the R.E. curriculum so that a broad and balanced picture of faith and belief is given to our children
* To encourage our children to be active in their learning and behaviours and nurture a desire to make a positive difference to the world around them
* To ensure our children learn in an environment that is relevant, engaging, and challenging and encourages them to reflect upon their learning and reflect upon the societal issues that they are exposed to
* To ensure our pupils are supported, challenged and nurtured in developing their knowledge *(and thirst for knowledge),* skills and understanding
* To ensure that children’s knowledge and skill progresses as they move through the school and builds on prior learning, and that there is a good balance between the knowledge and skills that are developed.
* To ensure pupils know why they are learning to develop certain skills and acquiring certain knowledge, which is linked, useful and purposeful
* To ensure our pupils learn core literacy and maths skills and can use and apply these skills, transferring them across the curriculum
* To provide creative and inspiring topics that our children are engaged in and enthused about, through giving learning context and meaning
* To ensure learning is fun!
* To ensure memorable learning experiences that stick with our children
* To nurture a love of the arts, ensuring they are embedded into our curriculum and that knowledge and skill in music, art and DT in Expressive Art and Design are given relevant context
* To provide opportunities for children to use their imaginations and explore and investigate
* To offer opportunities for learning to be child-led, giving children the licence to question the world and find out the answers
* To evoke intrigue and inquisitiveness in our children through higher-order questioning and critical thinking
* To enable our children to understand how our values are important in today’s society.
* To provide opportunities for children to empathise with others locally, nationally and globally, the use of topical links with year group and whole school charities, community care home links and other community activities
* To nurture confidence and independence through encouraging resilience and positivity in all areas of the curriculum
* To ensure staff are aware of pupils’ abilities and plan, assess and deliver lessons and programs appropriately
* To ensure full coverage of learning across all 7 areas of our EYFS Curriculum, in line with statutory guidance and Development Matters.

Throughout the Early Year’s journey, in order to achieve these aims and principles, the children will become familiar with the following goals and the language associated with them:

|  |  |  |  |
| --- | --- | --- | --- |
| To become a  **Confident Communicator**  who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings | To become an  **Independent Individual**  who can follow the Golden Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy | To become a  **Fantastic Friend**  who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others’ ideas and feelings | To become an  **Amazing Athlete**  who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment |
| To become a  **Talented Tool User**  who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence | To become a  **Brilliant Bookworm**  who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt) | To become a  **Wow Writer**  who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others | To become a  **Master of Maths**  who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5 |
| To become an  **Exceptional Explorer**  who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places | To become a  **Compassionate Citizen**  who can help to look after their community, care for the environment and have an awareness of other people’s cultures and beliefs | To become a  **Proud Performer**  who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm | To become a  **Dynamic Designer**  who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it |

**THEMES**

Although much of the learning that takes place within continuous provision throughout the Early Years is in the moment and led by the children’s interests and curiosities, to ensure coverage and progression across the EYFS curriculum, we introduce exciting new topics each half term. Each topic focuses on an aspect of Understanding of the World alongside the other areas of learning and development. The educational programmes outlined in the Statutory Framework for the Early Years Foundation Stage (See Appendix A) form the backbone of our curriculum. We then build upon these to match the needs and interests of our children, whilst ensuring that our school values form a common thread.

**UPS VALUES**

As mentioned, our school values of *resilience, responsibility, respect, happiness, kindness and pride*, play an integral part of life at Urmston Primary. However, although these are referenced in this document, it is the staff that truly bring this element to life within our curriculum and even though there are other themes present, our values form our most common thread. Our shared vision for our children’s learning and outcomes form part of our staff’s outlook and so every opportunity is taken to remind the children of the importance of each one. The value of resilience is particularly important due to the challenging times in which our children live and this core value is frequently elaborated on to aid in our children’s development of their self-esteem and confidence. Our ***Resilience Framework*** supports this.

|  |  |
| --- | --- |
| **Resilience** | Showing ‘grit’ and determination to succeed; making mistakes, being prepared to make more, and growing from them; being brave and bold and willing to take on challenges. |
| **Responsibility** | Leading by example and doing what it right; always recognising the part we play; being honest and worthy of trust. |
| **Respect** | Empathising with others and accepting their views on life, even if different from our own; acknowledging our differences and similarities. |
| **Happiness** | Realising all we have to be grateful for; bringing joy into our own and others’ lives brings us joy ourselves. |
| **Kindness** | Again, empathising, treating others as we’d like to be treated; wanting to make others happy. |
| **Pride** | Having a passion to do our best; recognising and celebrating our own and others’ achievements. |

**GROWTH MINDSET AND RESILIENCE**

Encouraging a positive mind set is a primary thread that runs through the whole of our curriculum and is supported by the Characteristics of Effective Learning and our school values. We continuously promote our positive mantra of never giving up and have short weekly sessions highlighting the importance of perseverance, resilience and what to do in the face of challenge. These sessions include ‘DOJO’ videos, stories, scenarios and discussion using our UPS superhero characters as a reference. .

In addition to this, each half term, alongside our topics, both Nursery and Reception focus on a historical figure who has made a positive impact on our world, many with challenge along the way. These people span a range of fields and walks of life.

**Ourselves- Stevie Wonder (singer)**

**Celebrations- Ru Paul (entertainer)**

**Poles apart- Captain Tom Moore (fundraiser)**

**Amazing animals- Jane Goodall (environmentalist)**

**Into the Woods-Hans Christian Anderson (author)**

**Let’s set sail- Wilma Rudolph (fastest runner)**

**Mary Anning (palaeontologist)**

**EQUALITY**

A lack of equality and equity, both historically and presently across the world, has meant that we have much to do...and it will be down to our children and generations to come to put it right. We ensure every child is included and supported and are committed to providing **equality** of opportunity and anti-discriminatory practice.

**RELIGION, FAITH AND BELIEF**

Another key theme that weaves throughout our curriculum is belief. A society’s faith and belief system has a great deal to do with their own values and way of life and studying this - and our children frequently revisiting how important belief is to people - will enable them to empathise and grow their respect for everyone, seeing how important this particular ‘British’ value is, especially in today’s richly diverse Great Britain. At UPS, we work in line with Trafford’s agreed syllabus for R.E. across Nursery and Reception, ensuring our children learn and take part in experiences across a breadth of faiths including Christianity, Islam, Hinduism, Judaism, Buddhism, Sikhism and other faiths held within our cohort of children.

**RE in the nursery**

Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands-on activities and learning. In our Nursery, our children begin to share their own experiences and learn and show respect towards other beliefs through:

* Creative play, make-believe, role play, dance and drama
* Dressing up and acting out scenes from stories, celebrations or festivals
* Making and eating festival food
* Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference and feelings.
* Exploring authentic religious artefacts, including those designed for small children such as ‘soft toy’ artefacts or story books
* Seeing pictures, books and videos of places of worship and meeting believers in class
* Listening to religious music
* Beginning to learn some religious terminology
* Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
* Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.

**R.E. in Reception**

R.E. is a statutory requirement from Reception and is largely taught through the same means as in Nursery, with the following themes:

**Autumn Term:** Which stories are special and why?

**Spring Term: :** Which people are special and why?

**Summer Term:** Which places are special and why?

Each new topic begins with the children’s personal experiences and then develops to ensure a range of religions are explored. Throughout the year, we celebrate a variety of religious festivals as they occur, often dedicating a whole day to learn more and become immersed in the associated traditions. These include Harvest, Diwali, Hannukah, Christmas, Easter, Holi, Eid-al-Fitr and Eid-ul-Adha along with any other personal celebrations.

**THE ARTS**

Art, music and dance form part of every one of our topics...both planned and unplanned! ‘Musical Mondays’ are when a new piece of music is introduced to the children, so that over time, the children are exposed to a wide range of music styles and composers including those from the past and current day. Similarly, each half term, the children focus on a different artist in order to appreciate varying styles of art and techniques from both past and present.

**PHYSICAL DEVELOPMENT**

**Gross motor skills**

Children are taught and given lots of opportunity to develop gross motor skills throughout the whole of the EYFS.

In Nursery, the children have free flow access to the outdoor area where a wide range of apparatus and equipment are in place to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Through their observations and assessments, teachers plan focused activities and games, and provide additional provision in order to address the physical needs of the children. On ‘Wheely Tuesdays’, our Nursery children also have access to the large playground in order to ride a variety of 2 and 3 wheeled vehicles. Our gross motor progression map guides and supports staff in recognising the pre-requisite skills and next steps our children need to develop further.

In Reception, in addition to the outdoor provision designed to develop a wide range of gross-motor skills, our children also take part in a weekly P.E. lesson which is led by a P.E. coach for 50% of the year and the class teacher for the rest. These sessions are planned for using a scheme of work called the ‘P.E. Passport’.

|  |  |  |
| --- | --- | --- |
| **Term** | **Theme** | **Objectives** |
| **Autumn 1**  **(Teacher-led)** | **Locomotion-Travelling** | To negotiate space successfully.  To understand the need for safety when tackling new challenges.  To travel forwards and backwards.  To run skilfully.  To hop, jump, skip and gallop.  To share equipment and take turns.  To learn how to dodge. |
| **Autumn 2**  **(Teacher-led)** | **Dance- Toys** | To move safely in a space.  To be creative in our movements and actions.  To use different levels in our travelling movements.  To remember and perform a basic sequence of movements.  To work well in pairs showing good listening.  To give feedback.  To improve our own performance based on feedback. |
| **Spring 1**  **(Coach-led)** | **Fundamental movement and Team games** | To negotiate space successfully.  To share equipment and take turns.  To show increasing control over an object.  To balance.  To play games fairly.  To jump off an object and land appropriately.  To mount climbing equipment using alternate feet.  To travel in different ways and directions. |
| **Spring 2**  **(Coach-led)** | **Gymnastics** | To move with control.  To keep still when balancing.  To create own shapes with body.  To confidently move at different levels.  To move whilst taking weight on hands.  To move safely on apparatus.  To jump and land appropriately.  To jump in a variety of ways. |
| **Summer 1**  **(Coach-led)** | **Ball skills** | To throw and catch a ball.  To bounce a ball.  To bounce a ball between 2 people.  To receive a bounce pass.  To dribble a ball with good control.  To trap a ball using foot.  To understand some principles of attacking and defending. |
| **Summer 2**  **(Teacher-led)** | **Target games**  **Relays** | To throw a ball with some accuracy at a target.  Show increasing control over an object in throwing it.  To understand a need for safety and manage some risks.  To strike a ball with power.  To kick a ball with some accuracy.  To roll a ball with some accuracy.  To work as part of a team and take turns.  To show control over an object.  To run skilfully. |

**Fine motor skills**

In both Nursery and Reception, ‘Funky Finger’ areas are set up with fine motor activities for the children to continually access. Focus groups of children are identified so that additional activities can be planned to support their particular needs.

As with the gross motor skills, staff will use the skills progression map to identify individual children’s needs. This is particularly important as each child will be at different stages of their physical development, meaning the bones and muscles in their hands may not yet be ready for certain activities.

**Handwriting**

At UPS, we have grouped letters, each with their own handwriting patter to support our children when learning letter formations. These phrases continue to be used throughout the school.

|  |  |
| --- | --- |
| **The Curly Caterpillar Club** | |
| c | Start at the top, curly caterpillar around |
| a | Start at the top, curly caterpillar all the way around, down and flick |
| d | Curly caterpillar around, up, up, up, down the same line and flick |
| g | start at the top, curly caterpillar all the way around, down, down, down and a monkey’s tail |
| o | Curly caterpillar all the way around |
| q | Curly caterpillar all the way around, down, down, down and kick. |

|  |  |  |
| --- | --- | --- |
| **The Backwards Rainbow Club** | | |
| e | | across the road, over the rainbow and under the bridge |
| s | | Over the rainbow, down the slide and under the bridge |
| f | | over the rainbow, down, down, down, under the bridge, pen off, across. |
| **Over the Bridge Club** | | |
| r | Start at the top, down up and over the bridge. | |
| n | Start at the top, down up and over the bridge. | |
| m | Start at the top, over the bridge, back up the same line and over the second bridge. | |

|  |  |
| --- | --- |
| **The Long Ladder Club** | |
| l | start up high, long ladder down and flick |
| k | start up high, long ladder down, up half way, around and kick. |
| b | start up high, long ladder down, up half way and over the bridge all the way around. |
| h | start up high, long ladder down, up half way and over the bridge |

|  |  |  |
| --- | --- | --- |
| **The Little Ladder Club** | | |
| i | little ladder down, pen off, dot | |
| t | little ladder down, curl, pen off and across | |
| u | little ladder down, curl, back up and down the same line and flick | |
| y | little ladder down, curl, back up, down, down, down and monkey’s tail. | |
| j | little ladder down, down, down and a monkey’s tail | |
| p | little ladder down, down, down, back up the same line and over the bridge all the way around. | |
| **The Zig-Zag Club** | | |
| x | | start at the top, zig diagonal, pen off, zag diagonal |
| v | | start at the top, zig diagonal down, zag diagonal up |
| w | | start at the top, zig diagonal down, zag diagonal up, repeat |
| z | | start at the top, zig across, zag diagonal, zig across. |

**ICT**

*Technology is embedded across our whole curriculum. In Nursery, technology is used on a daily basis throughout Continuous Provision, and also where appropriate and necessary. Children are able to use ipads, lap tops and the interactive whiteboard to play games, carry out activities and look at/take photos and videos. Our Computing scheme of work (Kapow) is also taught discretely each week in Reception. Below outlines the learning that takes place in these lessons and throughout continuous provision:*

**Nursery**

|  |  |
| --- | --- |
| Term | Theme |
| Autumn 1 | How to use our class computer and interactive whiteboard.  How to stay safe on the computer and online. |
| Autumn 2 | Exploring different types of technology, e.g. torches, remote controlled-toys, cd player |
| Spring 1 | How to take photographs on a digital camera or ipad. |
| Spring 2 | How to edit photographs. |
| Summer 1 | Sorting in readiness for data-handling. |
| Summer 2 | Using technology to help us, e.g. metal detectors, traffic lights. |

**Reception**

|  |  |
| --- | --- |
| Term | Theme |
| Autumn 1 | Taking a photo on an ipad.  Following pictoral algorithms |
| Autumn 2 | Computing systems and networks : Using a computer  Learning the main parts of a computer  How to use a computer keyboard and mouse to click and drag |
| Spring 1 | Programming: All about instructions  Learn to receive and to give instructions. |
| Spring 2 | Computing systems and networks: Exploring hardware  Editing photos in apps |
| Summer 1 | Programming: Programming Bee-Bots |
| Summer 2 | Data handling: Introduction to data |

**PHONICS**

**Nursery**

*Children in our nursery are taught Phase 1 of Letters and Sounds. They move through Aspects1-6, learning and consolidating the associated skills. Aspect 7 runs alongside these throughout the year, with children having lots of opportunity to develop their oral blending and segmenting skills in readiness for reading and writing.*

|  |  |  |
| --- | --- | --- |
| Aspect | Strand | |
| 1 Environmental sounds | Identify sounds they hear inside/outside | |
| Make noises on different surfaces with hands or drumsticks | |
| Sing at different volumes | |
| Be able to recreate a simple sequence of sounds | |
| Identify some sounds they prefer from a choice | |
| Add appropriate sound effects to stories with support | |
|  | | |
| 2 Instrumental sounds | Identify an instrument being played behind a screen | |
| Play an instrument louder or quieter | |
| Stop and start playing an instrument at a signal | |
| Play instruments in front of others, alone or as part of a group | |
| Choose instruments to complement animal sounds | |
|  | | |
| 3 Body Percussion | Copy a body sound such as a clap | |
| Join in with action songs | |
| Identify a body sound | |
| Suggest times to be noisy or quiet | |
| Move their body in response to music/ sounds | |
|  | | |
| 4 Rhythm and Rhyme | Join in with repetitive story/song refrains | |
| Move in time with a beat | |
| Play rhyming bingo | |
| Match rhyming items | |
| Complete a familiar rhyme | |
|  | | |
| 5 Alliteration | Match 2 items that have the same initial sound | |
| Copy exaggerated sounds such as ssssssss | |
| Suggest a person/object when given an initial sound | |
| Suggest non-words beginning with a selected initial sound | |
| Can make correct mouth movements for simple sounds | |
|  | | |
| 6 Voice Sounds | Explore mouth movements such as blowing, sucking, wiggling their tongue | |
| Make voice sounds such as weeeee | |
| Experiment with their voice sounds such as shouting, whispering and squeaking. | |
| Experiment with different animal sounds | |
| Describe a sound such as high, low, short, quiet | |
| Can copy sound talk e.g. p-i-n | |
|  | | |
| 7 Oral blending and segmenting | Identify items by oral blending e.g. t-a-p…tap! | This aspect is taught alongside all other aspects throughout the year. |
| Speak in sound talk e.g. d-o-g |
| Count or clap out phonemes in CVC words. |

**Reception**

*In Reception, our children are taught Phases 2, 3 and 4 of Letters and Sounds, using our bespoke mnemonics and picture cards for each phoneme. Our children apply and consolidate their phonic knowledge by reading Phonics Bug books at home and a combination of Phonics Bugs and Bug Club books in Guided Reading.*

*From Spring 1 Term, the children are streamed into 4 different groups according to the pace of their progress in Phonics, each led by a member of the Early Years team. The children’s learning is tracked closely throughout the year to ensure that our teaching matches their current phonic needs. Staff rotate between the groups to keep track of all of the children’s needs.*

*For those children who are showing readiness, we begin to teach Phase 5, typically in the summer term.*

Typical Phonics Progression is as follows:

**High Frequency Word Tracker**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Phase 2 | | | Phase 3 | | | | | | Phase 4 | | |
| and  to | no  go  the | I  her  into | me  be | he  my  by  she | they | we  are | you | all  was  give  live | said  have  like  so  do | some  come  were  there  little | one  when  out  what |

**Phase 2/3 Tracker**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Phase 2 | | | | | |
| s a t p | i n m d | g o c k | ck e u r | h b f ff | l ll ss |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Phase 3 | | | | | |
| j v w x | y z zz qu | ch sh th ng | ai ee igh oa oo | ar or ur ow oi | ear air ure er |

**Blending and Segmenting**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reading initial sounds  individual letters | Blending sounds into words  Oral blending | Reading letter groups (Digraphs) to represent one sound. | Read a few common exception words | Segment and blend words in reading book | Read simple words and sentences with known letter sounds | Reread books to build up confidence and fluency | Recall of more tricky words | Know at least 10 digraphs | Read aloud books containing phase 2 and 3 sounds | Read words containing blends  cvcc  ccvc  ccvcc |

**EYFS**

**OURSELVES**

**Overview and rationale:**

Learning about ourselves encompasses many aspects of ‘Understanding the World’ and ‘PSED’. The children are guided in making sense of their personal experiences and the diversity around them. This is the first topic that the children explore when starting Nursery, through which they are able to make discoveries about the difference they notice between people, whilst also drawing their attention to similarities between different families and communities. As comparisons are made, children will talk positively about different appearances and will develop positive attitudes about the differences between people. This will be reinforced throughout the year when celebrating and valuing a variety of cultural and religious events and celebrations.

This topic is ideally placed at the start of the year to introduce the children to our school values and create an environment where the children feel happy and safe.

As the children move from Nursery to Reception, they use their knowledge of their personal history and understanding of themselves to make further comparisons and develop their understanding of communities and past events within the wider world.

Alongside this topic, we also celebrate Harvest, perform a Harvest assembly and explore the signs of Autumn. We also create transient artwork in the style of James Brunt and Andy Goldsworthy.

|  |  |  |
| --- | --- | --- |
| **DEVELOPMENT MATTERS STATEMENTS** | | |
| **Area of Learning** | **Skills and Knowledge** | |
|  | Nursery | Reception |
| **Personal, social and emotional development**  To become an **Independent Individual** and a **Fantastic Friend**, our children will… | Develop their sense of responsibility and membership of a community.  Increasingly follow rules, understanding why they are important.  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  Understand gradually how others might be feeling.  Develop appropriate ways of being assertive. | *Understand our 6 school values- happy, kind, proud, respectful, responsible and reslilent.*  *Understand how we can be each of our values and demonstrate this.*  *Help to create our classroom rules.*  *Understand and follow our classroom rules.*  See themselves as a valuable individual.  *Know that we are all unique and what this means.*  Build constructive and respectful relationships.  Broaden their vocabulary of feelings and emotions.  Express their feelings and consider the feelings of others.  Identify and moderate their own feelings socially and emotionally.  *Find out about our Super Learners and their characteristics and link to their own learning.*  Show resilience and perseverance in the face of challenge.  Think about the perspectives of others.  *Celebrate their own and other children’s learning.* |
| **Communication and Language**  To become a **Confident Communicator…** | Use a wider range of vocabulary.  Understand ‘why’ questions  Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  Start a conversation with an adult or a friend and continue it for many turns.  Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | Understand how to listen carefully and why listening is important.  Speak in clear sentences to explain the special items in their talking bags.  Ask questions to find out more and to check they understand what has been said to them.  Learn new vocabulary associated with ‘Ourselves’, e.g. feelings, body parts, bones, facial features.  Learn new vocabulary associated with Autumn and Harvest.  Articulate their ideas and thoughts in well-formed sentences  Connect one idea or action to another using a range of connectives.  Describe events in some detail.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Build descriptive vocabulary using the five senses. |
| **Physical Development**  To become an **Amazing Athlete** and a **Talented Tool User** | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly  Make healthy choices about food, drink, activity and tooth brushing. Make healthy choices about food, drink, activity and tooth brushing. | Know and talk about the different factors that support their overall health and wellbeing.  Know that dairy foods are good for teeth and bones.  Understand which foods must be eaten in moderation.  Know that fruit and veg keep us healthy.  Understand the importance of brushing teeth, drinking water, getting plenty of exercise and enough sleep.  Further develop the skills they need to manage the school day successfully  Learn to undress and dress for P.E. with some support. |
| **Literacy**  To become a **Brilliant Bookworm** and a **Wow Writer** | Engage in extended conversations about stories, learning new vocabulary.  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name | Demonstrate an understanding of rhyme and alliteration.  Orally blend and segment CVC words.  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences  Read some letter groups that each represent one sound and say sounds for them.  Spell words by identifying the sounds and then writing the sound with letter/s.  Learn what a label is and record initial sound in words to write own labels.  Learn how to write a shopping list by representing the sounds they hear in their independent writing.  Learn what a speech bubble is.  Write own speech bubble by representing the sounds they hear in their independent writing.  Verbally re-tell the story of the Little Red Hen/The Gingerbread man using actions and a story map.  **Genres- Lists, labels and speech bubbles** |
| **Mathematics**  To become a **Master of Maths** | Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Recite numbers past 5.  Say one number for each item in order: 1,2,3,4,5.  Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  Show ‘finger numbers’ up to 5.  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Describe a familiar route.  Make comparisons between objects relating to size, length, weight and capacity.  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | Count objects, actions and sounds.  Subitise 1-3 with confidence.  Compare numbers.  Link the number symbol (numeral) with its cardinal number value.  Count beyond ten.  Count out a given number of objects from a larger group (up to 10).  Select, rotate and manipulate shapes in order to develop spatial reasoning skills  Continue, copy and create repeating patterns.  Compare height of each other using comparative language.  Compare the length of bones using comparative language.  Compare the weight of fruit and veg using comparative language. |
| **Understanding of the World**  To become an **Exceptional Explorer** and a **Compassionate Citizen** | Begin to make sense of their own life-story and family’s history.  Continue developing positive attitudes about the differences between people.  Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Talk about what they see, using a wide vocabulary.  *Know where they live and some features of our local environment.* | Talk about members of their immediate family and community.  Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.  Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes.  Recognise that people have different beliefs and celebrate special times in different ways.  Recognise differences and similarities between themselves and others.  Name external body parts.  Name some organs, including lungs, heart and brain.  Explain why we need a brain, lungs and heart.  Understand why we have bones.  Name some of the bones in our body.  Know what the five senses are.  Explore objects using all five senses.  Explore the natural world around them, recognising and naming some of the signs of Autumn. |
| **Expressive arts and design**  To become a **Proud Performer** and a **Dynamic Designer** | Take part in simple pretend play, using an object to represent something else even though they are not similar.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  Respond to what they have heard, expressing their thoughts and feelings. | Create collaboratively, sharing ideas, resources and skills.  Explore colour mixing.  Create a self-portrait – observational painting.  Create nature sculptures in the style of Andy Goldsworthy.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Listen to a range of musical genres.  Follow a rhythm/beat using body percussion/percussion instruments.  Name some musical instruments and identify them in music.  Develop storylines in their pretend play.  Learn to sing some Harvest songs to perform in front of an audience. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **VOCABULARY** | | | | |  |
| Feelings | Appearance | Family | Changes | Body | Homes |
| Happy, sad, angry, excited, worried, lonely, shy, surprised, pleased, embarrassed, proud, curious, astonished, nervous, anxious | Eyes, ears, nose, mouth, chin, cheeks, forehead, hair, nostrils, lips, skin, eyebrows, eyelashes, freckles, dimples, straight, curly, wavy, long short, bald, dark, light, blonde, brown, ginger, black, unique | Mother, Father, Mum, Dad, Mummy, Daddy, sister, brother, step-sister, step-brother, blended family, grandma, nana, granny, gran, grandpa, grandad, gramps, cousin, auntie, uncle. | Baby, toddler, child, teenager, adult, older, younger, past, now, present, change, similar, different | Head, arms, legs, feet, toes, hands, fingers, thumbs, knees, shoulders, elbows, hips, stomach, neck, back, ankle, wrist, bottom, chest, lungs, heart, brain, bones, blood, muscles, skin, skeleton, skull, blood cells, spine, skull, jaw, collar bone, ribcage, pelvis | Home, house, flat, apartment, place, visit, outside, inside, garden, outdoor area, playground, trees, path, school, roof, door, rooms, photograph, town, village, city. |

|  |  |
| --- | --- |
| **‘Topic Knowledge** | |
| **Nursery** | **Reception** |
| Can you describe some different feelings? E.g. worried, excited, shy, angry, lonely, etc. | What does feeling nervous/curious/embarrassed mean? |
| How have you changed since you were a baby? | What does being unique mean?  Can you explain why you are unique? |
| How are my friends different to me? How are they the same? | Can you name some of the organs inside your body?  What do our heart/lungs/brain do? |
| Who is in your family? Who lives in your home? | How can we make our teeth and bones strong? |
| How can we keep our bodies healthy? | What happens to our bodies when we exercise? |
| How do we keep our teeth healthy? | Which parts of our body do we need to use our 5 senses? |
| What are our 5 senses? | How can families be different? |
| What do you call the place you live? | Can you say 3 things which were different when your grandparents were little? Why were these things different for your grandparents? |

|  |  |
| --- | --- |
| **Possible Enrichment activities (including trips/visitors, etc)** | **School Nurse visit** |
| **Dentist visit** |
| **Harvest assembly** |
|  |

|  |  |
| --- | --- |
| **Embedding our School Values** | |
| **Resilience** | Through this topic, the children are introduced to our whole school values and how they can be applied throughout their day. Children are taught what each of the words mean and how they are reflected through our personal, social and emotional development. From this point onwards, these form the basis of our classroom rules and expectations, and are interwoven throughout everything the children do. Children develop respect for other people and families and homes around the world that may be different to their own. |
| **Respect** |
| **Responsibility** |
| **Happiness** |
| **Kindness** |
| **Pride** |

**Let’s Celebrate!**

**Overview and rationale:**

Children will learn about festivals, celebrations, commemorative and charitable events from different cultures, including Bonfire Night, Diwali, Christmas, Hannukah, Halloween, Children in Need and Remembrance Day. We also take this opportunity to introduce our chosen class charity. Within this topic, the concept of light and dark is covered as a scientific strand.

In Nursery, the children learn to appreciate that a range of festivals and celebrations take place that may be outside of their own experiences and how they are celebrated. As the children move into Reception, they develop a deeper knowledge of these events and the reasons why they take place or are celebrated.

Light and Dark is explored in Nursery in a very practical and hands-on way, finding out how it can be created and changed. In Reception, learning is taken further by discovering sources of light and how night and day come about. This naturally leads into discussions on Space, where children build their knowledge and awareness of the sun, moon, stars and planets, and the associated vocabulary.

Alongside this topic, the children also learn about the seasonal changes of Autumn in the world around them and explore the artwork of Jackson Pollock, applying his painting technique in order to create their own artwork .

Road safety week takes place within this half term.

|  |  |  |
| --- | --- | --- |
| **DEVELOPMENT MATTERS STATEMENTS** | | |
| **Area of Learning** | **Skills and Knowledge** | |
|  | Nursery | Reception |
| **Personal, social and emotional development**  To become an **Independent Individual** and a **Fantastic Friend…** | Develop their sense of responsibility and membership of a community.  Understand gradually how others might be feeling.  Do not always need an adult to remind them of a rule. | Build constructive and respectful relationships.  Think about the perspectives of others. |
| **Communication and Language**  To become a **Confident Communicator…** | Enjoy listening to longer stories and can remember much of what happens.  Use a wider range of vocabulary.  Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  Sing a large repertoire of songs.  Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | Learn new vocabulary.  Use new vocabulary through the day.  Listen to and talk about stories to build familiarity and understanding.  Use new vocabulary in different contexts.  Learn rhymes, poems and songs.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |
| **Physical Development**  To become an **Amazing Athlete** and a **Talented Tool User** | Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel | 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.  Learn how to be a safe pedestrian |
| **Literacy**  To become a **Brilliant Bookworm** and a **Wow Writer** | 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.  Engage in extended conversations about stories, learning new vocabulary.  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name. | Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Read a few common exception words matched to the school’s phonic programme.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Spell words by identifying the sounds and then writing the sound with letter/s.  **Genres- Simple sentences, lists, spells, letter writing.** |
| **Mathematics**  To become a **Master of Maths** | Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Recite numbers past 5.  Say one number for each item in order: 1,2,3,4,5.  Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  Show ‘finger numbers’ up to 5.  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Compare quantities using language: ‘more than’, ‘fewer than’.  Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  Understand position through words alone  Discuss routes and locations, using words like ‘in front of’ and ‘behind’ | Count objects, actions and sounds.  Subitise.  Link the number symbol (numeral) with its cardinal number value.  Count beyond ten.  Compare numbers.  Understand the ‘one more than/one less than’ relationship between consecutive numbers  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  Compare length, weight and capacity. |
| **Understanding of the World**  To become an **Exceptional Explorer** and a **Compassionate Citizen** | Explore collections of materials with similar and/or different properties.  Talk about what they see, using a wide vocabulary.  Use all their senses in hands-on exploration of natural materials.  Continue developing positive attitudes about the differences between people.  Show interest in different occupations. | Talk about members of their immediate family and community.  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Understand the effect of changing seasons on the natural world around them. |
| **Expressive arts and design**  To become a **Proud Performer** and a **Dynamic Designer** | Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Use drawing to represent ideas like movement or loud noises.  Explore colour and colour mixing.  Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.  Remember and sing entire songs.  Play instruments with increasing control to express their feelings and ideas. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Explore and engage in music making and dance, performing solo or in groups.  Watch and talk about dance and performance art, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **VOCABULARY** | | | |  |
| *Autumn* | *Religious festivals* | *Celebrations* | *Charity and commemorations* | *Light and Dark* |
| *Leaves, trees, branches, acorn, conker, pine cone, September,*  *October, November, oak, horse chestnut, sycamore, seeds, sweet chestnuts, husk, shell, nuts, weather, season, hibernate, hedgehog, badger, rabbit, squirrel, mole, sett, den, burrow, warren, swirling, rustling, whirling, crunching, tumbling.* | *Festivals, Diwali, light, rangoli, hindus, temple, mendhi, gods, goddesses, shrine, lanterns, Rama, Sita, Ravannah, Lakshmi*  *Hannukah, light, menorah, Judaism, Jewish people, synagogue, candles.*  *Christmas, Jesus, Christian, Christianity, Nativity, Bethlehem, stable, angels, shepherds, wise men, King Herod, Gold, Frankincense, myrhh, journey, donkey, innkeepers, worship.* | *Halloween, pumpkin, witch, ghost, skeleton, spooky, scary, broomstick, cauldron, spells, potions, magic wand, trick or treat.*  *Bonfire Night, Guy Fawkes, firework, explode, bang, fizz, crackle, whoosh, whizz, pop, sparkle, shimmer, zoom, explosion, King James 1, gunpowder, barrels, houses of parliament, guards, tunnel, tower of London, fire, danger, emergency services, firefighter, police, paramedics, coastguards, mountain rescue, lifeboats, fire engine, ambulance, matches, burn, 999.* | *Charity, donation, guide dog, blind, children in need, less fortunate, refugee.*  *Remembrance Day, soldier, war, died, poppy, represents, memorial, cenotaph, wreath, respect, remember, service.*  *Thanksgiving- thankful, gratitude, Thursday, harvest, America, Canada*  Road Safety Week-  Look, listen, main road, side street, cars, pedestrian, driver, pavement, traffic lights, road signs, seatbelt, pelican crossing, zebra crossing, speeding, speed limit, miles per hour, amber, law. | *Light, dark, shadow, reflection, torch, fire, electricity, Sun, Moon, Space, planets, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, dwarf planet, Pluto, astronaut, rocket, meteorite, comet, constellation, satellite, galaxy, solar system, space station, atmosphere, gravity, oxygen, burning gas.* |

|  |  |
| --- | --- |
| **Topic Knowledge** | |
| **Nursery** | **Reception** |
| Which festivals do you celebrate?  Which festivals have we helped to celebrate with other people at school? | Can you name a Hindu festival?  Can you name a Jewish festival?  Can you retell the Diwali/Hannukah/Christmas story?  Who celebrates Diwali/Hannukah/Christmas?  How do people celebrate Diwali/Hannukah/Christmas? |
| What happens at Bonfire Night?  What number do you dial in an emergency? | Why and how is Bonfire night celebrated?  What did Guy Fawkes try to do? |
| Why do Christians celebrate Christmas?  How do they celebrate? | Who do we think about on Remembrance Day?  Which flower is a symbol of remembrance day? Why? |
| Can you name some people who help us?  What is their job? | What gives us light?  Why does it go dark at night time?  Is it night time at the same time for everyone all over the world? Can you explain?  Can you name the planets in our solar system?  Can you really catch a star? Why not? |
| What is charity? |

|  |  |
| --- | --- |
| **Possible Enrichment activities (including trips/visitors, etc)** | Now Press Play experience: People who help us, Space, The Christmas Story |
| Nativity play |
|  | Diwali Day |
|  | Indian Food Tasting |
|  | R.E. Visitor |

|  |  |
| --- | --- |
| **Embedding our School Values** | |
| **Resilience** | As the children learn about charity and commemorative events, the children will be taught the importance of kindness, responsibility and respect for others.  Resilience and pride are promoted through model-building in this topic. By going back and making improvements, the children learn how they can better their work and themselves. These values are continuously revisited as the children take on new challenges throughout continuous provision. |
| **Respect** |
| **Responsibility** |
| **Happiness** |
| **Kindness** |
| **Pride** |

|  |  |
| --- | --- |
| **Year Group Charity** | **Pencils of Promise** |

**Poles Apart!**

**Overview and rationale:**

As the weather reaches its coldest temperatures, this topic is well-placed for investigating ice, how it is formed, how it can change, where it can be found and how it can be described. This takes us in 2 directions, exploring other materials and finding out more about cold countries around the world, namely the North and South Poles.

In Nursery, the children share many hands on experiences with a variety of materials, making observations and describing what they can see.

Nursery children find out where the North and South Poles are and some of the animals that live there. They make simple comparisons between their own environment and the arctic regions. Reception build upon this by making comparisons between hot and cold locations and discovering how animals adapt to these climates. They learn about the life cycle of an emperor penguin and the fascinating start to a chick’s life.

This topic spans for 4 weeks with an additional 2 week exploration of The Lunar New Year and the celebrations that are associated with it.

|  |  |  |
| --- | --- | --- |
| **DEVELOPMENT MATTERS STATEMENTS** | | |
| **Area of Learning** | **Skills and Knowledge** | |
|  | Nursery | Reception |
| **Personal, social and emotional development**  To become an **Independent Individual** and a **Fantastic Friend…** | Carry out appropriate tasks with greater independence. | Develop problem-solving skills |
| **Communication and Language**  To become a **Confident Communicator…** | Enjoy listening to longer stories and can remember much of what happens.  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  Use longer sentences of four to six words.  Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions | Learn new vocabulary.  Use new vocabulary through the day  Use new vocabulary in different contexts.  Engage in story times.  Articulate their ideas and thoughts in well-formed sentences.  Describe events in some detail  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |
| **Physical Development**  To become an **Amazing Athlete** and a **Talented Tool User** | Use a comfortable grip with good control when holding pens and pencils | Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Develop the foundations of a handwriting style which is fast, accurate and efficient. |
| **Literacy**  To become a **Brilliant Bookworm** and a **Wow Writer** | Engage in extended conversations about stories, learning new vocabulary.  Develop their phonological awareness  Write some letters accurately.  Motivate children to write by providing opportunities in a wide range of ways | Read individual letters by saying the sounds for them  Blend sounds into word  Read some letter groups that each represent one sound and say sounds for them.  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 the school’s phonic programme.  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop  Re-read what they have written to check that it makes sense.  **Genres- Information sentences** |
| **Mathematics**  To become a **Master of Maths** | Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5  *Accurately count a small set of randomly placed objects.*  *Count out a given number of objects (up to 5) from a group.*  Experiment with their own symbols and marks as well as numerals.  Solve real world mathematical problems with numbers up to 5.  Make comparisons between objects relating to size, length, weight and capacity.  Extend and create ABAB patterns – stick, leaf, stick, leaf.  Notice and correct an error in a repeating pattern. | Subitise to 10.  Count objects, actions and sounds to 20 and beyond.  Understand the ‘one more than/one less than’ relationship between consecutive numbers.  Compare length *and use non-standard units to measure length.*  *Add and subtract two single digit numbers using objects.*  Explore the composition of numbers to 10.  *Recognise 1p, 2p, 5p, 10p and 20p coins and know their value.* |
| **Understanding of the World**  To become an **Exceptional Explorer** and a **Compassionate Citizen** | Use all their senses in hands on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Talk about what they see, using a wide vocabulary.  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Begin to understand the need to respect and care for the natural environment.  Explore how things work. | Recognise some similarities and differences between life in this country and life in other countries  Explore the natural world around them  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different to the one in which they live.  Recognise some similarities between life in this country and life in other countries.  Understand the effect of changing seasons on the natural world around them.  *Further explore and discuss forces, e.g. push, pull, gravity.*  *Compare and describe materials and their properties.*  *Explore changes in materials, e.g. melting and freezing.* |
| **Expressive arts and design**  To become a **Proud Performer** and a **Dynamic Designer** | Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Explore colour and colour mixing.  Create their own songs, or improvise a song around one they know.  Play instruments with increasing control to express their feelings and ideas. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.    Return to and build on their previous learning, refining ideas and developing their ability to represent them.    Create collaboratively, sharing ideas, resources and skills  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses.  Develop storylines in their pretend play.  Explore and engage in music making and dance, performing solo or in groups.  *Plan and design own model for a purpose.* |

|  |  |  |
| --- | --- | --- |
| **VOCABULARY** | | |
| Polar regions | Materials | Lunar New Year |
| Cold, hot, freezing, boiling, Arctic, Antarctic, South Pole, North Pole, ice, igloo, iceberg, glacier, snowflake, polar bear, emperor penguin, seal, walrus, arctic fox, cubs, chick, egg, waddle, rookery, huddle, colony, slide, swim, dive, crill, squid, blubber, wings, feathers, flippers, fur, waxy, translucent, camouflage, equator, desert. | Soft, hard, rigid, floppy, bendy, stiff, rough, smooth, shiny, dull, stretchy, transparent, opaque, absorbent, waterproof, spiky, heavy, light, sparkly, shimmery, glittery, glossy, bumpy, slippery, melting, freezing, evaporating. | Emperor, China, lucky envelope, fan, dumplings, lantern, Chinese dragon, Chinese lion, fortune cookie, concertina, chopsticks, spring rolls, noodles, fire crackers, zodiac, Great Wall of China. |

|  |  |
| --- | --- |
| **Topic Knowledge** | |
| **Nursery** | **Reception** |
| Where is the coldest place on Earth? | Point to the North and South poles on the globe. What is another name for these places? |
| Name 3 differences between where you live and the South Pole? |
| Name 3 polar animals. |
| Do polar bears live in the North Pole or South Pole? | How do animals keep warm in the cold weather? |
| How are humans causing harm to the Arctic? |
| Can you point to a hot country on a map or globe? Why do you think it is a hot country? |
| What are the years named after in Chinese culture and how were they decided? | How is The Lunar New Year celebrated? |
| How can you slow down a sledge? How can you make it travel faster? |
| What happens when ice gets warm?  What happens when water gets really cold?  What does this materials look/feel like? | Can you sort materials by their properties? |
| What is the quickest way to melt ice?  Can melted ice be frozen again? How? |

|  |  |
| --- | --- |
| **Possible Enrichment activities (including trips/visitors, etc)** | Polar bear hunt (Reception) |
| Chinese New Year parade/banquet |
|  | Making pancakes (dependent upon date) |

|  |  |
| --- | --- |
| **Embedding our School Values** | |
| **Resilience** | In this topic, the children learn to have respect for the world around them and begin to understand the impact that people are having on our environment. They become aware of the need to be responsible for the world and the animals that live within it. They continue to show respect for other cultures and beliefs as they learn about Chinese New Year and the associated traditions. They also learn about some of the ways the Inuit has changed in modern times. Children learn to design and evaluate their models, building further resilience when plans don’t go as they expect. They also show respect for other children’s work as well as pride in their own achievements. |
| **Respect** |
| **Responsibility** |
| **Happiness** |
| **Kindness** |
| **Pride** |

**Amazing Animals**

**Overview and rationale:**

In the previous topic, the children began to build their knowledge of animals predominantly from colder parts of the world. This topic deepens their understanding of wild animals and the places they live as they find out about animals living in warmer climates and animals that may live within our homes. The texts that the children share in their literacy lessons are all animals based, both fiction and non-fiction.

In Nursery, the children learn about animals from their own experiences and which can be kept as pets. They will learn how to care and respect for these animals, developing a sense of responsibility as they role play how to look after them and learn about their needs. As Easter approaches, the focus becomes more about farm animals and the life cycle of a chicken.

In Reception, the children learn about wild animals around the world and the dangers that some of them are currently facing. They will become aware of the impact on our current way of living and how people can show respect and responsibility in order to protect these animals.

Alongside learning about animals around the world, our children will also develop their geographical awareness by exploring maps, plans and aerial photographs of our school and local environment. They will learn about landmarks, draw routes on a map and draw their own to show a journey.

During this topic, Shrove Tuesday, Mother’s Day and Holi are celebrated as are World Book Day and National Poetry Day, meaning planning is open to change based on the year’s theme

|  |  |  |
| --- | --- | --- |
| **DEVELOPMENT MATTERS STATEMENTS** | | |
| **Area of Learning** | **Skills and Knowledge** | |
|  | Nursery | Reception |
| **Personal, social and emotional development**  To become an **Independent Individual** and a **Fantastic Friend…** | Select and use activities and resources.  Develop their sense of responsibility.  Begin to understand how others are feeling. | See themselves as a valuable individual.  Express their feelings and consider the feelings of others.  Think about the perspective of others. |
| **Communication and Language**  To become a **Confident Communicator…** | Use a wider range of vocabulary  Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities.  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?  Sing a large repertoire of songs  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Expand on children’s phrases  Start a conversation with an adult or a friend and continue it for many turns  Use talk to organise themselves and their play | Learn new vocabulary.  Use new vocabulary through the day  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Listen to and talk about stories to build familiarity and understanding.  Use talk to help work out problems and organise thinking and activities.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words  Use new vocabulary in different contexts.  Learn rhymes, poems and songs.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  *To use descriptive vocabulary to improve a given sentence.*  *To use descriptive vocabulary to up-level their own verbal sentence.* |
| **Physical Development**  To become an **Amazing Athlete** and a **Talented Tool User** |  | Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity  - healthy eating  - toothbrushing  - sensible amounts of ‘screen time’  - having a good sleep routine    Further develop the skills they need to manage the school day successfully:  - lining up and queuing  - mealtimes  - personal hygiene |
| **Literacy**  To become a **Brilliant Bookworm** and a **Wow Writer** | Name different features of a book, e.g. front cover, back cover, pages, author, title, etc.  Understand what a word is.  Engage in extended conversations about stories, learning new vocabulary.  Use some of their print and letter knowledge in their early writing.  Write some letters accurately. | Read a few common exception words matched to the school’s phonic programme  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment  Form lower-case and capital letters correctly  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop  Re-read what they have written to check that it makes sense.  *Improve writing using descriptive vocabulary.*  *Join ideas in writing using connectives.*  *Use of exclamation marks and question marks.*  **Genres- Instruction writing, poetry, recipes, lists, narrative, descriptive writing.** |
| **Mathematics**  To become a **Master of Maths** | Develop fast recognition of up to 5 objects, without having to count them individually (‘subitising’).  Recite numbers past 10.  Say one number for each item in order  Know that the last number reached when counting a small set of randomly placed objects.  Count out a given number of objects (up to 10) from a group.  *Show ‘finger numbers’ up to 10.*  *Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 9.* | *To read and write numerals to 10.*  *To count beyond 20.*  *To solve concrete and pictorial number problems involving addition and subtraction to 10.*  *To practically find half of a number to 10.*  *To practically find half of an object.*  *To practically find double of a number to 5.*  *To make small totals with 1p, 2p and 5p coins.*  *To understand more/less/greater/fewer.*  *To estimate the number of objects in a group.*  *To know what makes a number odd or even.*  *To say some odd and even numbers.*  Subitise to 10.  Explore the composition of numbers to 10.  Automatically recall number bonds for numbers 0–10. |
| **Understanding of the World**  To become an **Exceptional Explorer** and a **Compassionate Citizen** | Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care for the natural environment and all living things.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  *Recreate a journey using small world (Handa’s Hens)*  Recognise some similarities in the way children live in other parts of the world. Understand that children’s lives in other countries may be different to their own.  Handa’s Hen/Handa’s Surprise | Understand the effect of changing seasons on the natural world around them.  Compare and contrast characters from stories  Draw information from a simple map.  Look at aerial views of the school setting and comment on what they notice.  Understand the purpose of a map. Locate features of the school grounds on a map.  Draw a simple map. *(link to egg hunt/Handa’s Surprise)*  Recognise some environments that are different to the one in which they live.  *To know what ‘extinct’ means.*  *To understand how animals are being put at risk by humans and climate change.* |
| **Expressive arts and design**  To become a **Proud Performer** and a **Dynamic Designer** | Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Remember and sing entire songs.    Sing the pitch of a tone sung by another person (‘pitch match’).    Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. | *Explore, use and refine a variety of artistic effects to express their ideas and feelings.*  *Create collaboratively, sharing ideas, resources and skills.*  *Sing in a group or on their own, increasingly matching the pitch and following the melody.* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEY VOCABULARY** | | | |  |
| Animals (Nursery) | Animals (Reception) | Special events | Spring | Geography |
| Pets (A wide variety of pets will be covered during this topic following the interests of the children)  Farm animals, cow, horse, pig, hen, sheep, goat, kid, calf, foal, piglet, lamb, duckling, chick, egg, milk, farmer, sheepdog, barn, stables, pen, coop  Hutch, cage, kennel, vet, surgery, lead, harness, collar, reins, saddle | Wild animals, safari animals, jungle animals, zoo animals (a wide variety of animals will be covered during this topic following the interests of the children)  Using the text, Walking through the jungle, a wide variety of verbs and adjectives will be introduced, e.g. pouncing, prowling, stomping, spotty, stripy, fierce, venomous. | Shrove Tuesday, Ash Wednesday, lent, fasting, Christianity, Christian, Palm Sunday, Easter, Jesus, cross, bonnet, new life, new beginnings, | Buds, blossom, daffodils, tulips, bluebells, hatch, born, life cycle, lamb, chick, foal, calf, shoots | Home, houses, gardens, shops, flats, apartments, family, city, town, building, village, country, map, globe, land, trees, water, wood, stream, street, farm, beach, sea, forest, pond, lake, town, park, fields, rock, grass, cliff, waterfall, grassland, flat, crater, volcano |

|  |  |
| --- | --- |
| **Topic Knowledge** | |
| **Nursery** | **Reception** |
| Which animals make good pets?  How can you keep your pet healthy?  How can we keep healthy? | Can you name some wild animals and say which country they are from?  Can you say a fact about a wild animal?  What is a habitat? Can you name an animal and its habitat?  What does extinct mean?  Can you explain why some animals are endangered?  How can we be more responsible in keeping these animals safe?  Can you use action words and adjectives to describe an animal? |
| Can you name some farm animals?  How do farm animals help us?  Can you name the baby animals? | Can you describe some features of a rainforest? desert? African plains?  How is a rainforest different/similar to Urmston? |
| Can you order and explain the life cycle of a chick? | Can you identify natural and human features in the school grounds and locate them on a map?  Can you find any features of the school grounds on a satellite photograph?  Can you describe/draw a route from School to the local library?  Can you follow a map to find the Easter eggs? |
| How is Handa’s village different to Urmston? | Can you plan a balanced meal?  Can you explain how we can keep our bodies healthy?  How do we keep our teeth healthy? |
| Can you show where you found the Easter eggs on a simple map of Nursery? |

|  |  |
| --- | --- |
| **Possible Enrichment activities (including trips/visitors, etc)** | **Farm trip (Nursery)** |
| **Zoo visit (Reception)** |
| **Making pancakes?** |
| **Tiger’s tea party (Reception)** |
| **Easter Bonnet Parade** |
| **Explore local area/ school grounds (Reception)** |
|  | **Library visits (Reception)** |

|  |  |
| --- | --- |
| **School Value** | **Embedding our school values** |
| **Resilience** | In this topic, the children continue to deepen their respect for the world around them and to understand the impact that people are having on our environment. They become aware of the need to be responsible for the world and the animals that live within it as well as being responsible for keeping themselves safe and healthy too. The children learn to show kindness towards living things as they learn how to care for them and have empathy for endangered animals. |
| **Respect** |
| **Responsibility** |
| **Happiness** |
| **Kindness** |
| **Pride** |

**Into the Woods**

**Overview and rationale:**

During this topic, the children develop an increasing knowledge of traditional stories and fairy tales, learning about their structure and common themes/characters. Here they build their story telling vocabulary, influenced by their experience of these books. In Nursery, our focus is on encouraging lots of role-play in order to apply this new vocabulary and their knowledge of a beginning, middle and end of a story.

In Reception we move to describing the main events of stories and using the key features of narrative in their own writing. This fairy tale theme is continued to explore character riddles and letter writing. As we move onto mini-beasts, children explore non-fiction texts and use their new knowledge of riddles to write their own about the creatures they have learned about.

Map work skills continue to develop as children explore journeys made by fairytale characters and recreate journeys we have made in our local environment.

Growing and planting plays a large part in this topic. Children further their knowledge of life cycles as they grow their own seeds and beans, and learn about the best conditions for growing plants and flowers. They learn about the important role plants, trees and insects play in our environment.

Earth Day introduces the children to important issues we face in our world today, leading us to think about recycling and once again, we revisit the effect humans are having on our planet. This then leads us into making mini-beast homes by recycling and re-using the things we don’t need anymore.

|  |  |  |
| --- | --- | --- |
| **DEVELOPMENT MATTERS STATEMENTS** | | |
| **Area of Learning** | **Skills and Knowledge** | |
|  | Nursery | Reception |
| **Personal, social and emotional development**  To become an **Independent Individual** and a **Fantastic Friend…** | Select and use activities and resources.  Develop their sense of responsibility.  Begin to understand how others are feeling.  Play with one or more other children, extending or elaborating play ideas.  Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  Understand gradually how others might be feeling.  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. | See themselves as a valuable individual.  Express their feelings and consider the feelings of others.  Think about the perspective of others.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.  Think about the perspectives of others.  Manage their own needs.  **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.**  **Work and play cooperatively and take turns with others.** |
| **Communication and Language**  To become a **Confident Communicator…** | Use a wider range of vocabulary  Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities.  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?  Sing a large repertoire of songs  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Expand on children’s phrases  Start a conversation with an adult or a friend and continue it for many turns  Use talk to organise themselves and their play | Learn new vocabulary.  Use new vocabulary through the day  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Listen to and talk about stories to build familiarity and understanding.  Engage in story times.  Use talk to help work out problems and organise thinking and activities.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words  Use new vocabulary in different contexts.  Learn rhymes, poems and songs.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  **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.**  **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.** |
| **Physical Development**  To become an **Amazing Athlete** and a **Talented Tool User** | Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and toothbrushing. | Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity  - healthy eating  - toothbrushing  - sensible amounts of ‘screen time’  - having a good sleep routine |
| **Literacy**  To become a **Brilliant Bookworm** and a **Wow Writer** | Name different features of a book, e.g. front cover, back cover, pages, author, title, etc.  Understand what a word is.  Engage in extended conversations about stories, learning new vocabulary.  Use some of their print and letter knowledge in their early writing.  Write some letters accurately.  Begin to orally blend and segment.  Write their name and begin mark making labels or captions. | Read a few common exception words matched to the school’s phonic programme  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment  Form lower-case and capital letters correctly  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop  Re-read what they have written to check that it makes sense.  *Use of exclamation marks and question marks.*  **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.**  **Write simple phrases and sentences that can be read by others.**  **Genres- Narrative, riddles, letter writing, non-fiction** |
| **Mathematics**  To become a **Master of Maths** | Develop fast recognition of up to 5 objects, without having to count them individually (‘subitising’).  Recite numbers past 10.  Say one number for each item in order  Know that the last number reached when counting a small set of randomly placed objects.  Count out a given number of objects (up to 10) from a group.  *Show ‘finger numbers’ up to 10.*  *Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 9.*  Experiment with their own symbols and marks as well as numerals.  Combine shapes to make new ones.  To name the 4 main 2d shapes.  Automatically recall number bonds to 5.  I can count an irregular arrangement of up to 5 objects saying one number name for each item.  I can attempt to write numbers to 3.  To match numeral and quantity 1-5 and beyond.  I can compare the length/height/weight/capacity of two objects with support.  I can make small totals to 5p independently using 1p coins. | *To read and write numerals to 10.*  *To count beyond 20.*  *To solve concrete and pictorial number problems involving addition and subtraction to 10.*  *To practically find half of a number to 10.*  *To practically find half of an object.*  *To practically find double of a number to 5.*  *To make small totals with 1p, 2p and 5p coins.*  *To understand more/less/greater/fewer.*  *To estimate the number of objects in a group.*  *To know what makes a number odd or even.*  *To say some odd and even numbers.*  Subitise to 10.  *Explore the composition of numbers to 10.*  *Automatically recall number bonds for numbers 0–10.*  *I can count on or back to find the answer to addition and subtraction problems on a number line.*  *I can share amounts into equal groups I can calculate amounts using 1p, 2p, 5p, 10p coins e.g. 10p+2p is 12p*  *I am beginning to use nonstandard measure to explore properties of objects.*  *Compare length, weight and capacity*  **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.**  **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.** |
| **Understanding of the World**  To become an **Exceptional Explorer** and a **Compassionate Citizen** | Understand the key features of the life cycle of a plant.  Plant seeds and care for growing plants.  Begin to understand the need to respect and care for the natural environment and all living things.  Explore how things work.  Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Talk about what they see, using a wide vocabulary.  Explore and talk about different forces they can feel.  *Recreate a journey (Story maps-fairy tales)*  Know that there are different countries in the world.  *Role play areas that reflect diversity*  *Provide play maps* | Explore the natural world around them.  Understand the effect of changing seasons on the natural world around them.  Talk about members of their immediate family and community  Compare and contrast characters from stories, including figures from the past.  Draw information from a simple map.  *Draw a simple map.*  *To sequence and explain a life cycle of a plant.*  *To understand the best conditions that a plant will grow in.*  *Visiting parts of the local community*  *Small world equipment to create environments*  *Provide play maps*  **Understand the past through settings, characters and events encountered in books read in class and storytelling.**  **Explore the natural world around them, making observations and drawing pictures of animals and plants.**  **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.** |
| **Expressive arts and design**  To become a **Proud Performer** and a **Dynamic Designer** | Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a fairy tale scene.  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Remember and sing entire songs.  To learn about the work of artists from across times and cultures.  Explore colour and colour mixing.  Play instruments with increasing control to express their feelings and ideas. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.(clay)  Create collaboratively, sharing ideas, resources and skills (bridge building)  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Develop storylines in their pretend play.  **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.**  **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.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEY VOCABULARY** | | | |  |
| Fairytales | Plants/growing/measure | Minibeasts | Mapwork | Recycling |
| Once upon a time, happily ever after, beginning, middle, end, traditional, versions, evil, wicked, royalty, magical, castle, palace, fairy godmother, special powers, riddles, speech bubbles, character, setting, resolve, problem. | Plant, flower, bean, soil, sunlight, nutrients, roots, stem, leaves, oxygen, carbon dioxide, manure, measure, height, tall, short, taller, shorter, length, non-standard unit, centimetres, metres, ruler, measuring tape, metre stick, measuring wheel. | Caterpillar, butterfly, chrysalis, egg, emerge, spin, life cycle, ladybird, beetle, woodlouse, bee, wasp, spider, centipede, millipede, worm, aphid, fly, blue bottle, ant, habitat, damp, dark, dry, web, nest, hive, compost, wings, legs, antennae, tally, graph, pictogram, sort, group, fewer, more. | Map, aerial, bird’s eye view, plan, route, journey, navigate, trail, local, environment, landmarks, road, street, path, pavement, building, town, forest, wood, village, city, manmade, natural, river, field, physical, human, | Recycle, materials, litter, rubbish, landfill, reuse, reduce, recycling plant, clothes bank, glass, metal, plastic, paper, waste, earth, world, environment, pollution, ozone layer |

|  |  |
| --- | --- |
| **Topic Knoweldge** | |
| **Nursery** | **Reception** |
| Can you tell me about a fairy tale?  How does a fairy tale usually begin? How does a fairy tale usually end? | Can you re-tell a fairytale?  What are the key features of a story? |
| Can you find a landmark on a map? | Can you give/follow directions on a map?  Can you draw a map? |
| What does a plant need to grow?  Can you sequence the life cycle of a plant? | How do plants help us?  Can you label the parts of a plant?  Can you draw and explain the life cycle of a plant?  What makes a plant green? |
| Can you sequence and talk about the life cycle of a butterfly? | Can you draw out and explain the life cycle of a butterfly? |
| Which minibeasts might you find in your garden? | Can you name and describe some minibeast habitats?  How could you sort the minibeasts into groups?  Can you use a pictogram/tally chart to record your findings?  Where would the best place to put a home for a minibeast be and why? |
| Can you describe a material?  Can you sort materials into metal and wood? Plastic and fabric? |
| What do we do with our rubbish? What happens to it? | What is destroying our planet?  How can we look after our planet?  What is recycling? |

|  |  |
| --- | --- |
| **Possible Enrichment activities (including trips/visitors, etc)** | Allotment trip |
| Illustrator visit |
| Library visits |
| Caterpillars |
| Forest School trip |
|  | Litter picking |
|  | Earth Day |
|  | Deaf Awareness Week |
|  | **Grandparents Day** |
|  | **Maths Day** |
|  | **Eid Party** |

|  |  |
| --- | --- |
| **School Value** | **Embedding our school values** |
| **Resilience** | In this topic, the children continue to deepen their respect for the world around them and to understand the impact that people are having on our environment. They become aware of the need to be responsible for the world and the plants and creatures that live within it as well. The children take responsibility for looking after their local environment through litter picking and composting.  The children learn to show respect and kindness towards other people who may have different needs.  The children are beginning to develop pride in their own achievements as they become increasingly confident writers. |
| **Respect** |
| **Responsibility** |
| **Happiness** |
| **Kindness** |
| **Pride** |

**Let’s set sail!**

**Overview and rationale:**

In this topic our Nursery children explore the Seaside and share places they have visited in the past. They learn about the features of the seaside and what they might find there. They explore different types of holidays, making comparisons between them.

In Reception, we continue learning about the impact of pollution on the environment with a focus on the ocean. The children learn about life under the sea and the creatures that inhabit it. The children explore non-fiction texts and create their own fact-files, demonstrating the knowledge they have acquired.

Both Nursery and Reception end the term with a firm favourite…pirates! In Nursery, the children build a repertoire of songs, rhymes and stories with a pirate theme. They investigate the best ways of making a boat move as they learn about forces; they make simple treasure maps and develop their positional language when hunting for the treasure.

In Reception, we focus on floating and sinking, map-making with directional language, writing messages in bottles and learn about famous pirates from the past.

During this final term, the children develop their team-playing skills in the build-up to Sport’s Day. They also take part in a whole school art project and are able to show case their work to parents on Open Day. Before children leave reception they perform in ‘Class 6/7 have Talent’ for their classmates.

This is also a time of change and transition for the children as they embark on their move to the next year group. Much time is spent preparing the children for this through stories, discussions, visits from their new teacher and visits to their new classrooms.

|  |  |  |
| --- | --- | --- |
| **DEVELOPMENT MATTERS STATEMENTS** | | |
| **Area of Learning** | **Skills and Knowledge** | |
|  | Nursery | Reception |
| **Personal, social and emotional development**  To become an **Independent Individual** and a **Fantastic Friend…** | Develop their sense of responsibility.  Become more outgoing with unfamiliar people.  Show more confidence in social situations.  Play with new children, extending or elaborating play ideas.  Talk with others to solve conflicts.  Understand gradually how others might be feeling.  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  Express their feelings and consider the feelings of others  Think about the perspective of others.  Build constructive and respectful relationships.  Manage their own needs.  *Be prepared for the transition between Nursery and Reception.* | Show resilience and perseverance in the face of challenge.  *Be prepared for the transition between Nursery and Reception.*  **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.**  **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.**  **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.** |
| **Communication and Language**  To become a **Confident Communicator…** | Use a wider range of vocabulary  Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities.  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?  Sing a large repertoire of songs  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Expand on children’s phrases.  Start a conversation with an adult or a friend and continue it for many turns  Use talk to organise themselves and their play  Use new vocabulary through the day  Engage in story times.  Use talk to organise thinking.  Learn rhymes, poems and songs.  Listen to and talk about stories to build familiarity and understanding. | Learn and use new vocabulary.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Use talk to help work out problems and organise thinking and activities.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words  Use new vocabulary in different contexts.  **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.**  **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.**  **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.** |
| **Physical Development**  To become an **Amazing Athlete** and a **Talented Tool User** | Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and toothbrushing. | Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity  - healthy eating  - toothbrushing  - sensible amounts of ‘screen time’  - having a good sleep routine |
| **Literacy**  To become a **Brilliant Bookworm** and a **Wow Writer** | Name different features of a book, e.g. front cover, back cover, pages, author, title, etc.  Understand what a word is.  Engage in extended conversations about stories, learning new vocabulary.  Use some of their print and letter knowledge in their early writing.  Write some letters accurately.  Write their name and begin to mark make labels or captions.  Read individual letters by saying the sounds for some of them.  Begin to blend and segment sounds in words orally. | Read a few common exception words matched to the school’s phonic programme  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment  Form lower-case and capital letters correctly  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop  Re-read what they have written to check that it makes sense.  *Use of exclamation marks and question marks.*  **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.**  **Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.**  **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**  **Genres- Messages, notes, maps, emails, postcards, diary.** |
| **Mathematics**  To become a **Master of Maths** | Develop fast recognition objects.  Recite numbers past 10.  Say one number for each item in order  Know that the last number reached when counting a small set of randomly placed objects.  Count out a given number of objects (up to 10) from a group.  Begin to understand the ‘one more than/one less than’ relationship between consecutive numbers.  Experiment with their own symbols and marks as well as numerals.  Begin to explore the composition of numbers.  Explore 2D and 3D shapes using informal and mathematical language (sides, corners, straight, round).  *Show ‘finger numbers’ up to 10.*  *Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 9.*  *Automatically recall number bonds to 5.*  *Count an irregular arrangement of up to 5 objects saying one number name for each item.*  *Attempt to write numbers to 5.*  *To match numeral and quantity 1-5 and beyond.*  *Compare the capacity of objects.*  *Begin to make small totals to 5p using 1p, 2p and 5p coins.* | *To read and write numerals to 10.*  *To order numbers to 20.*  *To solve concrete, pictorial and abstract number problems involving addition and subtraction to 10.*  *Count on or back to find the answer to addition and subtraction problems on a number line.*  *Calculate amounts using 1p, 2p, 5p, 10p coins e.g. 10p+2p is 12p*  *Compare weight and capacity*  **Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including 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.** |
| **Understanding of the World**  To become an **Exceptional Explorer** and a **Compassionate Citizen** | Explore how things work.  Use all their senses in hands-on exploration of natural materials.  Begin to make sense of their own life-story and family history (places visited).  Explore collections of materials with similar and/or different properties.  Talk about what they see, using a wide vocabulary.  Explore and talk about different forces they can feel.  Begin to draw information from a simple map.  Know that there are different countries in the world.  Talk about the differences (in countries) they have experienced or seen in photos. | Explore the natural world around them.  Understand the effect of changing seasons on the natural world around them.  Compare and contrast characters from stories, including figures from the past.  Draw information from a simple map.  Recognise some similarities and differences between life in this country and life in other countries  Recognise some environments are different from the one in which they live.  *Draw a simple map.*  *Know that they live on planet Earth*  *Know most of Earth is water*  *Know there are lots of countries on Earth*  *Know they live in the United kingdom*  *Locate the united kingdom on a map or globe*  *Understand what an island is*  **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.**  **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, nonfiction texts and (when appropriate) maps.**  **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 and design**  To become a **Proud Performer** and a **Dynamic Designer** | Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a fairy tale scene.  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Remember and sing entire songs.  To learn about the work of artists from across times and cultures.  Explore colour and colour mixing.  Play instruments with increasing control to express their feelings and ideas.  Begin to develop storylines in their pretend play. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Create collaboratively, sharing ideas, resources and skills.  *ART Project focus changes each year.*  **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.**  **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.** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topic Knowledge** | | | | | |
| **Nursery** | | | **Reception** | | |
| Where have you been on holiday?  How was it the same/different to Urmston?  What types of places do people go to on holiday?  How can you travel when you go on holiday?  Can you name a country that has hot weather?  What were holidays like 100 years ago? | | | Can you recall 3 facts about a sea creature?  Can you label the parts of a fish?  How do sea creatures breathe under water?  How do some sea creatures deter predators? | | |
| What would you find at the seaside?  Which sea creatures can you name? | | | How are sea creatures at risk?  What causes pollution in the ocean? | | |
| What makes a pirate ship sail? | | | Can you sort objects into those which float and those which sink? | | |
| Can you name the areas of a ship? | | |
| What materials could you use to make a sailing boat and why? | | |
| Can you find landmarks on a treasure map?  Can you describe where the treasure is on a map? | | | Can you name any famous pirates?  What facts do you know about pirates?  How did pirates live?  Can you give directions to find treasure using a map?  Can you explain the compass points? | | |
| Can you perform a pirate rhyme/song?  Can you tell me about a pirate story? | | | What type of songs did pirates sing? Can you compare this to other music we have listened to? | | |
|  | | | What planet do you live on?  Which country do you live in?  Can you find the United Kingdom on a map or globe?  What is an island?  Can you name some other countries? Can you give a fact about another country? | | |
| **KEY VOCABULARY** | | | | |  |
| **Pirates** | **Ships** | **Sea creatures** | | **Mapwork** | **Pollution** |
| Blackbeard, Hook, John Rackman, Henry Morgan, Calico Jack, Anne Bonny, cutlass, patch, treasure, plank, Jolly Roger, flags, hook, compass, island, palm tree, landlubbers. | Bow (front), bulkhead, bunk, fleet, convoy, gallery, hull, keel, mess, port (left), rigging, overhead, rudder, starboard (right), stern (back), vessel, “batten down the hatches”. | Fish, jellyfish, crabs, octopus, squid, sea snake, sea horse, puffer fish, sting ray, shark, sea star, sea turtles, whale, gills, tentacles, scales, dorsal fin, pectoral fin, sea birds. | | Coordinates, landmarks, directions, north, east, south, west, NE, SE, SW, NE, seas, oceans, Pacific, Atlantic, Indian, Southern and Arctic, Earth, land, country, city, maps, atlas, globe, United Kingdom, mountain, England, Ireland, Scotland, Wales, Island, harbour, village, road, tree, land, pond, lake, island, oak, motorway, town, port. | Overfishing, pollution, litter, waste, oil spillage, sewerage. |

|  |  |
| --- | --- |
| **Possible Enrichment activities (including trips/visitors, etc)** | Library visits |
| Open Day |
| Art exhibition |
| Sports Day |
| Eid Day |
| New class/teacher visits |

|  |  |  |
| --- | --- | --- |
| **School Value** | **Embedding our school values** | |
| **Resilience** | Through this topic, once again the children show responsibility and respect for our environment. The children show pride in their achievements on Open Day and Sports Day. During their visits to the following year group the children show resilience by moving up to their new classes and meeting their new teachers.  In Reception some children show extra responsibility when they are chosen to model the provision to the younger children who will be coming into the classes. This also demonstrates kindness to the younger children who will be starting in Reception.  As we review the year, we have had in Reception and Nursery we collect our happy memories and move on. | |
| **Respect** |
| **Responsibility** |
| **Happiness** |
| **Kindness** |
| **Pride** |
|  | |  | |
|  | |  | |

**Assessment at the end of the EYFS**

At the end of the EYFS, our children are assessed against the Early Learning Goals in each area of the curriculum. We believe our thorough and extensive curriculum gives every child the opportunity to meet all of these goals. If we are concerned throughout the year that a child is not making the progress that we would expect, this will be flagged up and addressed through tailored learning objectives and teaching, and may include some intervention work.

The Early Learning Goals are listed below:

**Communication and Language**

**Listening, Attention and Understanding ELG**

Children at the expected level of development will:

- 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 ELG**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own

ideas, using recently introduced vocabulary;

- Offer explanations for why things might happen, making use of recently

introduced vocabulary from stories, non-fiction, rhymes and poems when

appropriate;

- Express their ideas and feelings about their experiences using full sentences,

including use of past, present and future tenses and making use of

conjunctions, with modelling and support from their teacher.

**Personal, Social and Emotional Development**

**Self-Regulation ELG**

Children at the expected level of development will:

- 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 ELG**

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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.

**Physical Development**

**Gross Motor Skills ELG**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and

others;

- Demonstrate strength, balance and coordination when playing;

- Move energetically, such as running, jumping, dancing, hopping, skipping and

climbing.

**Fine Motor Skills ELG**

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip

in almost all cases;

- Use a range of small tools, including scissors, paint brushes and cutlery;

- Begin to show accuracy and care when drawing.

**Literacy**

**Comprehension ELG**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories

and narratives using their own words and recently introduced vocabulary;

- Anticipate – where appropriate – key events in stories;

- Use and understand recently introduced vocabulary during discussions about

stories, non-fiction, rhymes and poems and during role-play.

**Word Reading ELG**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;

- Read words consistent with their phonic knowledge by sound-blending;

- Read aloud simple sentences and books that are consistent with their phonic

knowledge, including some common exception words.

**Writing ELG**

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;

- Spell words by identifying sounds in them and representing the sounds with a

letter or letters;

- Write simple phrases and sentences that can be read by others.

**Mathematics**

**Number ELG**

Children at the expected level of development will:

- 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.

**Numerical Patterns ELG**

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;

- Compare quantities up to 10 in different contexts, recognising when one quantity

is greater than, less than or the same as the other quantity;

- Explore and represent patterns within numbers up to 10, including evens and

odds, double facts and how quantities can be distributed equally.

**Understanding the World**

**Past and Present ELG**

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;

- Know some similarities and differences between things in the past and now,

drawing on their experiences and what has been read in class;

- Understand the past through settings, characters and events encountered in

books read in class and storytelling;

**People Culture and Communities ELG**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation,

discussion, stories, non-fiction texts and maps;

- Know some similarities and differences between different religious and cultural

communities in this country, drawing on their experiences and what has been

read in class;

- Explain some similarities and differences between life in this country and life in

other countries, drawing on knowledge from stories, non-fiction texts and –

when appropriate – maps.

**The Natural World ELG**

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing

pictures of animals and plants;

- Know some similarities and differences between the natural world around them

and contrasting environments, drawing on their experiences and what has

been read in class;

- Understand some important processes and changes in the natural world

around them, including the seasons and changing states of matter.

**Expressive Arts and Design**

**Creating with Materials ELG**

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques,

experimenting with colour, design, texture, form and function;

- Share their creations, explaining the process they have used;

- Make use of props and materials when role playing characters in narratives

and stories.

**Being Imaginative and Expressive ELG**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;

- Sing a range of well-known nursery rhymes and songs;

- Perform songs, rhymes, poems and stories with others, and – when

appropriate try to move in time with music.

**Appendix A**

**Educational Programmes**

1.6. Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

**Communication and Language**

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

**Personal, Social and Emotional Development**

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later

life.

**Physical Development**

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotionalwell-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 developproficiency, control and confidence.

**Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

**Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. 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.

**Expressive Arts and Design**

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Statutory Framework for the Early Years Foundation Stage 2021

Department for Education

Published: 31 March 2021

Effective: 1 September 2021