

WARTON ST. PAUL'S PRIMARY ACADEMY

EYFS Curriculum and coverage
2024-2025



Warton St Paul's

Church of England Primary Academy
A member of **CDARI**

RECEPTION LONG TERM PLAN 24-25



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES

NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION WELL-BEING & BEHAVIOUR FOR LEARNING

ALL ABOUT ME!

Starting school
People who help us
Careers
Staying healthy
Human body
How have I changed?
PSED focus
My Family
What am I good at?
How do I make others feel?
Being kind
Staying safe

TERRIFIC TALES!

Traditional Tales
Little Red Hen - Harvest
Library visits
The Nativity
At the Panto
Christmas Lists
Letters to Father Christmas

AMAZING ANIMALS!

Life cycles
Animals around the world
Down on the Farm
Mini Beasts
Animal Arts and crafts
Night and day animals
Animal patterns

COME OUTSIDE!

Plants & Flowers
Weather
Seasons
The great outdoors
Forest School
Planting seeds
Make a sculpture:
Andy Goldsworthy
Reduce, Reuse & Recycle
Materials

TICKET TO RIDE!

Around the Town
How do I get there?
Where in the world have you been?
Where do we live in the UK / world?
Vehicles past and Present
Design your own transport!

FUN AT THE SEASIDE!

Under the sea
Off on holiday
Clothes
Where in the world shall we go?
Send me a postcard!
Marine life
Fossils – Mary Anning
Seasides in the past
Compare: Now and then!
Seaside art

POSSIBLE TEXTS AND 'OLD FAVOURITES'

The Colour Monster
The Big Book of Families
Giraffes Can't Dance
Once there were Giants
In every house
All Welcome

Three Little Pigs
Three Billy Goats Gruff
Goldilocks and the Three Bears
Gingerbread Man
The Jolly Postman
Rama and Sita
The Nativity

Rumble in the Jungle
Aargh Spider
Emperor's Egg
Commotion in the Ocean
What the ladybird heard

Ten seeds
The Tiny Seed
Oliver's Vegetables
Jack and the Beanstalk
Jasper's Beanstalk
Tree, Seasons come and seasons go

The Naughty Bus
Handa's surprise
The Snail and the Whale
Non-Fiction - vehicles
Martha Maps it out

At the Beach - Postcards from the seaside
Lighthouse Keeper's Lunch
Under the Sea Non – Fiction
World Atlases
Tiddler
Mary Anning (little people, big dreams)

'WOW' MOMENTS / ENRICHMENT WEEKS

Autumn Trail
Remembrance Day
People who help us visit
Road Safety
Harvest Time
Birthdays
Favourite Songs
What do I want to be when I grow up?

Guy Fawkes / Bonfire Night
Christmas Time / Nativity
Church Visit
Diwali
Hannukah
Remembrance day
Children in Need
Anti- Bullying Week

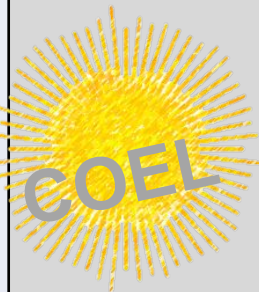
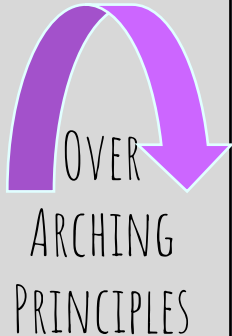
Chinese New Year
Lent
Farm Visit
World Book Day
Reading Week
Valentine's Day
Internet Safety Day
Animal Art

Walk to the park
Planting seeds
Easter time
Weather experiments
Weather Forecast videos
Nature Scavenger Hunt
Mother's Day
Science Week
Easter Egg Hunt

Post a letter - walk to the Post Office
Food tasting – different cultures
Map work - Find the Treasure
Start of Ramadan
Eid
Let's fly - Role play visit somewhere in the world

Visit to the beach
Under the Sea – singing songs and sea shanties
Fossil hunting
Father's Day
World Environment Day

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 	Characteristics of Effective Learning					
	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>						
<p><i>PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i></p> <p style="text-align: center;">We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>						

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BRITISH VALUES	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
ASSESSMENT OPPORTUNITIES	<p>Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Phonic Intervention groups</p>	<p>Ongoing assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings Midterm Assessments</p>	<p>GLD Projections for EOY EYFS team meetings Internal moderations</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings</p>	<p>Cluster moderation EYFS team meetings</p>	<p>Pupil progress meetings Parents evening info EOY data EYFS team meetings</p>
PARENTAL INVOLVEMENT	<p>Home visits / Parents Evening Harvest Assembly Home / School Agreement Phonics workshop</p>	<p>Nativity Maths workshop Parents Evening Book at Bedtime</p>	<p>Writing workshop Share a story Stay and Read morning</p>	<p>Parents Evening Art workshop / Gallery Share a story</p>	<p>Share a story Maths Morning – Look how far we have come!</p>	<p>Share a story Parents Evening Parent's Picnic</p>



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COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
DAILY STORY TIME	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them Rhyming and alliteration Familiar Print Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p>Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.</p>						



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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 .					
PSHE CURRICULUM	<p>Keeping Safe</p> <p>What's safe to go onto my body</p> <p>Keeping Myself Safe - What's safe to go into my body (including medicines)</p> <p>Safe indoors and outdoors</p> <p>Listening to my feelings</p> <p>Keeping safe online</p> <p>People who help to keep me safe</p>	<p>Valuing difference</p> <p>I'm special, you're special</p> <p>Same and different</p> <p>Same and different families</p> <p>Same and different homes</p> <p>I am caring</p> <p>I am a friend</p>	<p>Being my best</p> <p>Bouncing back when things go wrong</p> <p>Yes, I can!</p> <p>Healthy eating</p> <p>My healthy mind</p> <p>Move your body</p> <p>A good night's sleep</p>	<p>Rights and respect</p> <p>Looking after my special people</p> <p>Looking after my friends</p> <p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p> <p>Looking after money (1): recognising, spending, using</p> <p>Looking after money (2): saving money and keeping it safe</p>	<p>Me and my relationships</p> <p>All about me</p> <p>What makes me special</p> <p>Me and my special people</p> <p>Who can help me?</p> <p>My feelings</p> <p>My feelings (2)</p>	<p>Growing and changing</p> <p>Seasons</p> <p>Life stages - plants, animals, humans</p> <p>Life Stages: Human life stage - who will I be?</p> <p>Where do babies come from?</p> <p>Getting bigger</p> <p>Me and my body - girls and boys</p>
MANAGING SELF	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm <ul style="list-style-type: none"> ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. 					
SELF - REGULATION						

LINK TO BEHAVIOUR FOR LEARNING





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PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
FINE MOTOR	<p>Fine motor activities</p> <ul style="list-style-type: none"> Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paintbrush beyond whole hand grasp Pencil Grip 	<p>Fine Motor activities</p> <ul style="list-style-type: none"> Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. 	<p>Fine Motor activities</p> <ul style="list-style-type: none"> Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely Holding Small Items Button Clothing Cutting with Scissors 	<p>Fine Motor activities</p> <ul style="list-style-type: none"> Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed 	<p>Fine Motor activities</p> <ul style="list-style-type: none"> Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, like a circle Draw a cross 	<p>Fine Motor activities</p> <ul style="list-style-type: none"> Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
	GROSS MOTOR	<p>Cooperation games i.e. parachute games.</p> <ul style="list-style-type: none"> Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough hand washing and toileting. 	<p>Ball skills- throwing and catching.</p> <ul style="list-style-type: none"> Skipping ropes in outside area Dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes 	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <ul style="list-style-type: none"> Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance 	<p>Balance- children moving with confidence</p> <ul style="list-style-type: none"> dance related activities Provide opportunities for children to spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. 	<p>Obstacle activities</p> <ul style="list-style-type: none"> children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music
<p>From Development Matters 20':</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>						

FINE MOTOR

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

DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES

GROSS MOTOR



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LITERACY	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps.</p> <p>Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. 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. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters</p>	<p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.</p>
WORD READING	<p>Phonic Sounds: Phase One Beginning Phase Two Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: Phase Two Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting graphemes in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: Phase Three Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p>	<p>Phonic Sounds: Phase Three Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Children should not be required to use other strategies to work out words.</p>	<p>Phonic Sounds: Phase Three/Four Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.</p>	<p>Phonic Sounds: Phase Four Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff</p>



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WRITING	<p>Write Stuff Units:</p> <p>Ruby's Worry (Narrative)</p> <p>The proudest Blue (Narrative)</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Write Stuff Units:</p> <p>Jack and the jelly bean stalk (Narrative)</p> <p>Poppies (Video)</p> <p>Name writing, labelling using initial sounds, story scribing.</p> <p>Sequence the story</p> <p>Write a sentence</p>	<p>Write Stuff Units:</p> <p>Penguins (Non-Fiction)</p> <p>I wanna iguana (Letter)</p> <p>Writing some of the tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context.</p> <p>Create a storyboard.</p>	<p>Write Stuff Units:</p> <p>We're going on a bear hunt (Narrative)</p> <p>Katie and the Sunflowers (Narrative)</p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Order the Easter story.</p> <p>Labels and captions – life cycles</p> <p>Recount – A trip to the park</p> <p>Character descriptions.</p> <p>Write 2 sentences</p>	<p>Write Stuff Units:</p> <p>Handa's Surprise (Narrative)</p> <p>All aboard the London Bus (Narrative)</p> <p>Writing recipes and lists. Writing for a purpose in role play using phonetically plausible attempts at words. Beginning to use finger spaces. Form lowercase and capital letters correctly. Rhyming words.</p>	<p>Write Stuff Units:</p> <p>Snail and the Whale (Narrative)</p> <p>Rainbow Fish (Narrative)</p> <p>If Sharks disappeared (Non-Fiction)</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts</p> <p>Using familiar texts as a model for writing own stories.</p> <p>Character description</p>
TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS						
Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.						



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GENERAL THEMES	ALL ABOUT ME	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
MATHS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subitising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes.</p> <p>Pattern and early number Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the</p>	<p>Numbers within 6 Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six</p> <p>Addition and subtraction within 6 Explore zero •Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>Shape and sorting Describe, and sort 2-D & 3-D shapes •Describe position accurately</p> <p>Calendar and time Days of the week, seasons •Sequence daily events</p>	<p>Numbers within 10 Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less</p> <p>Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away</p> <p>Numbers within 15 Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer</p>	<p>Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing</p> <p>Numbers within 20 Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer</p> <p>Doubling and halving Doubling and halving & the relationship between them</p>	<p>Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns</p> <p>Addition and subtraction within 20 Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving</p> <p>Money Coin recognition and values •Combinations to total 20p •Change from 10p</p> <p>Measures Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths</p>	<p>Depth of numbers within 20 Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards</p> <p>Numbers beyond 20 One more one less •Estimate and count •Grouping and sharing</p>



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
RELIGIOUS EDUCATION	TAKEN FROM RE SYLLABUS FOR CHURCH SCHOOLS WRITTEN BY BLACKBURN DIOCESE.					
	I am Special Why are we all different and special? Islam	Christmas How do Christians celebrate Jesus' birthday? Why do Hindus light candles at Diwali? Hinduism	Stories Jesus Heard What stories did Jesus hear when he was a child? Stories Jesus Told Why did Jesus tell stories?	Easter Why do Christians believe that Easter is all about love?	Special Places What makes a place holy? Hinduism, Islam	Prayer What is prayer? Hinduism, Islam, Judaism
	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	Which people are special and why? Diwali Hannukah Christmas	What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan	Being special: where do we belong? Eid Shavuot	What is special about our world? Summer Solstice



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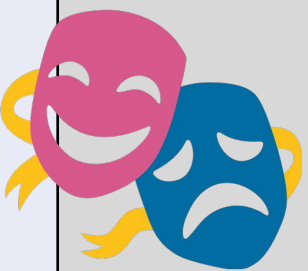
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p><i>Link to History</i> - Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Talk about what they do with their family and places they have been with their family. Draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Introduce children to different occupations and how they use transport to help them in their jobs. Talk about birthdays and how they are celebrated.</p> <p><i>Link to Geography</i> - Navigating around our classroom and outdoor areas.</p> <p>Create treasure hunts to find places and objects within our learning environment.</p> <p><i>Link to Science</i> - It is Autumn, how do we know? <i>Go on an Autumn trail and find signs of Autumn.</i></p>	<p><i>Link to History</i> - Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p><i>Link to Geography</i> - Share different cultures versions of famous fairy tales.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p><i>Link to Science</i> - How is the weather changing?</p>	<p><i>Link to History</i> - Listening to stories and placing events in chronological order.</p> <p><i>Link to Science</i> - What can we do here to take care of animals in the jungle?</p> <p>Compare animals from a jungle to those on a farm.</p> <p>Explore a range of jungle animals. Learn their names and label their body parts.</p> <p>Nocturnal Animals Making sense of different environments and habitats</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants</p> <p><i>Link to Geography</i> - Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p>	<p><i>Link to Science</i> - Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>Build a 'Bug Hotel'</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p><i>Link to Geography</i> - Create maps of journeys we make.</p> <p>Can children make comments on the weather, culture, clothing, housing.</p>	<p><i>Link to Geography</i> - Use Handa's Surprise to explore a different country.</p> <p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Can children talk about their homes and what there is to do near their homes? Show photos of the children's homes and encourage them to draw comparisons. Draw, paint or make models of their homes.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Can children differentiate between land and water.</p> <p>Take children to places of worship and places of local importance to the community.</p>	<p><i>Link to Science</i> - To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. (<i>Link to History</i>)</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p><i>Link to History</i> - Seasides long ago – Magic Grandad</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p>
		<p>Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>Which people are special and why? Diwali Hannukah Christmas</p>	<p>What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri</p>	<p>What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan</p>	<p>Being special: where do we belong? Eid Shavuot</p>



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others.</i></p> <p><i>Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p>Role Play Join in with role play games and use resources available for props</p>	<p>Role Play Use story maps, props, puppets & story bags to retell, invent and adapt stories.</p>	<p>Role Play Use small world props to retell stories about animals or share facts.</p>	<p>Role Play Home corner role play, children to make additions to the area.</p>	<p>Role Play Airport/transport role play. Make tickets, passports etc. Children to use learnt vocabulary in their play.</p>	<p>Role Play Puppet shows: Provide a wide range of props for play which encourage imagination.</p>
	<p>Art and Design Self-portraits using paint.</p>	<p>Role Play Birthday Party and Celebrations</p>	<p>Art and Design Make butterflies using collage.</p>	<p>Art and Design Create patterns on Easter Eggs using pastels.</p>	<p>Art and Design Retelling familiar stories.</p>	<p>Art and Design Make salt dough fossils</p>
	<p>Build models using construction equipment.</p>	<p>Role Play of The Nativity</p>	<p>Study Rousseau's tiger and use techniques to create their own.</p>	<p>Observe sunflowers and mix colours to create painted versions of them.</p>	<p>Art and Design Junk modelling - houses, bridges boats and transport.</p>	<p>Explore Lighthouse designs and create their own using junk modelling techniques learnt.</p>
	<p>Simple junk modelling and joining materials and explain what they did.</p>	<p>Art and Design Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p>	<p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p>	<p>Music Listen to the sounds outside and try to replicate them using voice, instruments or objects outside.</p>	<p>Provide children with a range of materials for children to construct with.</p>	<p>Underwater pictures using water colours.</p>
	<p>Music Sing call-and-response songs, so that children can echo phrases of songs you sing.</p>	<p>Firework pictures using chalk.</p>	<p>Make Shadow Puppets</p>		<p>Music Learn a traditional African song and dance and perform it.</p>	<p>Music Learn and recite favourite poems and songs.</p>
	<p>Join in with songs</p>	<p>Explore Diwali decorations</p>	<p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>		<p>Encourage children to create their own music.</p>	
<p>Exploring sounds and how they can be changed, tapping out of simple</p>	<p>Make Christmas decorations and Christmas cards</p>	<p>Music</p>				



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EARLY LEARNING GOALS – FOR THE **END OF THE YEAR** - BEST FIT JUDGEMENT!

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>