

<p><b>Characteristics of Effective Learning</b></p>	<p><b>Playing and exploring:-</b> Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p><b>Active learning:-</b> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p><b>Creating and thinking critically:-</b> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>			
	<p><b>At Covingham Park Primary School, our vision is to provide every child with an outstanding education which equips them with the necessary skills to meet changes and challenges throughout their life.</b></p> <p>Every child is at the heart of all that we do and we strive to achieve our vision by:</p> <ul style="list-style-type: none"> <li>• <i>Enabling all children to learn in an environment which is friendly, happy, secure and motivating.</i></li> <li>• <i>Promoting healthy lifestyles, providing a healthy, safe and eco-friendly environment</i></li> <li>• <i>Promoting spiritual, moral, cultural and spiritual development alongside Fundamental British Values.</i></li> <li>• <i>Promoting inclusion at all levels.</i></li> <li>• <i>Having high expectations of ourselves and others in relation to behaviour and achievement.</i></li> <li>• <i>Striving for high standards across the whole curriculum.</i></li> <li>• <i>Providing a broad balanced curriculum which is inspiring, progressive and matches the needs of each child and promotes independent, confident learning.</i></li> <li>• <i>Valuing all members of the school and wider community, particularly parents and carers in effective partnerships.</i></li> <li>• <i>Creating a reflective community which uses self-evaluation to improve standards across the school.</i></li> <li>• <i>Celebrating successes and rewarding good learning, behaviour, effort, and achievement.</i></li> </ul>			
<p><b>Our Curriculum Drivers</b></p>	<p><b>Independence</b></p>	<p><b>Aspiration</b></p>	<p><b>Enquiry</b></p>	<p><b>Community</b></p>
	<p>Resilience Self determination Individuality Perseverance Honesty Initiative</p>	<p>Ambition Hopes and dreams Purpose Enterprise Enthusiasm Courage Drive</p>	<p>Knowledge of the world Review Probe Explore Investigate Analyse Examine Reason</p>	<p>Democracy Collaboration Empathy Belonging Mutual Respect Tolerance Responsibility Fairness</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	The World Around Us	Amazing Animals	Come Outside	Terrific Tales	Ticket to ride
General Themes	Nursery rhymes My likes/dislikes My goals Kindness/sharing	Autumn/ Winter Celebrations Safety Changes	Habitats Sorting	Spring Life cycles Planting seeds Changes	Sequencing Acting Story language	Comparing places Transport
Possible Texts and 'old favourites'	Incy Wincy Spider Humpty dumpty Rainbow fish Smartest Giant Harvest- Little Red Hen	Christmas story Rama and Sita Someone swallowed Stanley Non-fiction texts	Owl Babies Tiger who came to tea Farmer Duck Polar Bear in a snow cloud Tiddler Non-fiction texts	The Hungry Caterpillar Seed changes Teeny weeny tadpole Jasper's Beanstalk	Goldilocks 3 billy goats gruff Gingerbread man Ugly duckling Jack and the beanstalk	Snail and the whale Bob- man on the moon Beegu Atlases and maps
Weekly Themes-	<b>Week One-</b> Baseline <b>Week Two-</b> Baseline/Incy Wincy <b>Week Three-</b> Humpty Dumpty <b>Week Four-</b> Rainbow Fish <b>Week Five-</b> The Smartest Giant in Town <b>Week Six-</b> Harvest- Little Red Hen <b>Week Seven (Two days)-</b> Harvest Around the World	<b>Week One-</b> People Who Help Us/Police Visit <b>Week Two-</b> Recycling/Someone Swallowed Stanley <b>Week Three-</b> Diwali/Rama and Sita <b>Week Four-</b> Winter – One Winter's Day <b>Week Five-</b> The Jolly Postman/Christmas version <b>Week Six-</b> The Christmas Story <b>Week Seven-</b> Christmas Celebrations Around the World <b>Week Eight (Two days-)</b> Christmas songs	<b>Week One-</b> Minibeasts/ Jonathon's Roadshow <b>Week Two-</b> Farmer Duck (Farm) <b>Week Three-</b> Tiddler (Sea) <b>Week Four-</b> Owl Babies (Nocturnal) <b>Week Five-</b> Polar Bear and the Snow Cloud (Arctic) <b>Week Six-</b> The Tiger Who Came to Tea	<b>Week One-</b> The Very Hungry Caterpillar (Butterfly life cycle) <b>Week Two-</b> The Teeny Weeny Tadpole (Frog life cycle) <b>Week Three-</b> Spring- Changes <b>Week Four-</b> Weather <b>Week Five-</b> Seeds/ Flower life cycle <b>Week Six-</b> Jasper's Beanstalk	<b>Week One-</b> Dress Up Day/ Jack and the Beanstalk <b>Week Two-</b> Goldilocks <b>Week Three-</b> The Three Billy Goats Gruff <b>Week Four-</b> The Gingerbread Man <b>Week Five-</b> The Ugly Duckling <b>Week Six-</b> The Three Little Pigs	<b>Week One-</b> Where do I live? (Maps) <b>Week Two-</b> England/UK (Maps) <b>Week Three-</b> The Snail and the Whale (Beach) <b>Week Four-</b> Beegu <b>Week Five-</b> Bob, The Man on the Moon <b>Week Six-</b> Going on a Plane <b>Week Seven-</b> Oi, Get Off My Train <b>Week 8 (Four days) –</b> Transition to year One
Maths Units and suggested Texts: (Can Do Maths)	Unit 1- Counting 5 Unit 2- Counting 6 Unit 3- Counting 7	Unit 3- Counting 7 Unit 4- Counting 8 Unit 5- Counting 9 Unit 6- Counting 10	Unit 7- composition of 2, 3, 4 Unit 8- composition of 5 Unit- 9 – composition of 6 Problem Solving	Unit 10 -Comparing Numbers Unit 11- Composition of 7 Unit 12- Composition of 8	Unit 13- Composition of 9 Unit 14- Composition of 10 Double numbers	Unit 15- Equal Groups Unit 16- Distributing Equally Securing and using number facts.
	All Are Welcome by Alexandra Penfold Meet the Parents by Peter Bentley What makes me a Me? by Ben Faulkes	Superworm by Julia Donaldson The Disgusting Sandwich by Gareth Edwards Twist and Hop Minibeast Bop by Tony Mitton	The Great Balloon Hullabaloo by Peter Bentley Sheep in a Jeep by Nancy Shaw. Little Red Train: Busy Day by Benedict Blathwayt.	The Snatchabook by Helen Docherty Giraffes can't Dance by Giles Andreae Click, Clack, Moo, Cows that Type by Doreen Cronin	Tiddler by Julia Donaldson Pirates Love Underpants by Claire Freedman and Ben Cort	Lucy and Tom At the Seaside by Shirley Hughes The Trouble With Dragons by Debbie Gliori
'Wow' moments / Enrichment Weeks	Humpty dumpty- Protecting the egg Welly walks Baby photos Who lives in my house collage	People who help us- police visit Bonfire night Christmas/ nativity Road safety Walk to Post Office	Jungle roadshow visit	Planting seeds Walk around Covingham/ park Weather experiments Caterpillars/ chicks	Dress up day	Mapwork Find treasure Trip- farm/ wildlife park

<p><b>Communication and Language</b></p>	<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>					
<p><b>Term</b></p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p><b>General Themes</b></p>	<p>All About Me</p>		<p>The World Around Us</p>	<p>Amazing Animals</p>	<p>Come Outside</p>	<p>Terrific Tales</p>
<p><b>Daily story time</b></p>	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Sharing facts about me! All about me! Model talk through the day. Weekend news 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?”</p>	<p><b>Tell me why!</b> 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. Recall celebrations and events that have happened. Describe events in some detail. 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?” Use new vocabulary through the day.</p>	<p><b>What happened?</b> Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language. Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Understand how to listen carefully and why listening is important. Use new vocabulary through the day.</p>	<p><b>What happened?</b> Describe events in detail – time connectives. Discovering Passions Understand how to listen carefully and why listening is important. Takes part in discussion. Use new vocabulary through the day.</p>	<p><b>Tell me a story!</b> Develop vocabulary Discovering Passions Tell me a story- retelling stories Story language. Listening and responding to stories Following instructions Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Sustained focus when listening to a story</p>	<p><b>What happened?</b> Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Describe events in detail – time connectives. Discovering Passions Understand how to listen carefully and why listening is important. Takes part in discussion. Use new vocabulary through the day.</p>
<p><b>Curriculum Links – Development Matters</b>  <b>Key Vocabulary – Listen, explain, why,</b>  <b>Retell stories, sing nursery rhymes and explain their thinking. Be able to listen to others and respond appropriately.</b></p>	<p><b>Birth to Three</b></p> <ul style="list-style-type: none"> <li>• Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</li> <li>• Enjoy singing, music and toys that make sounds.</li> <li>• Recognise and are calmed by a familiar and friendly voice.</li> <li>• Listen and respond to a simple instruction.</li> <li>• Use gestures like waving and pointing to communicate.</li> <li>• Copy your gestures and words.</li> <li>• Use intonation, pitch and changing volume when ‘talking’.</li> <li>• Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.</li> <li>• Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.</li> <li>• Understand simple instructions like “give to nanny” or “stop”.</li> <li>• Recognise and point to objects if asked about them.</li> <li>• Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>• Listen to other people’s talk with interest but can easily be distracted by other things.</li> <li>• Make themselves understood and can become frustrated when they cannot.</li> <li>• Start to say how they are feeling, using words as well as actions.</li> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.</li> <li>• Use the speech sounds p, b, m, w and pronounce: - l/r/w/y- s/sh/ch/dz/j- f/th- multi-syllabic words such as ‘banana’ and ‘computer’</li> <li>• Listen to simple stories and understand what is happening, with the help of the pictures</li> <li>• Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.</li> <li>• Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.</li> <li>• Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’)</li> </ul>		<p><b>3-4 years</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>• Develop their pronunciation but may have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</li> <li>• Use longer sentences of four to six words.</li> <li>• 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.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>		<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>	

<p><b>Personal, Social and Emotional Development</b></p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
<p><b>Term</b></p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p><b>General Themes</b></p>	<p>All About Me</p>		<p>The World Around Us</p>		<p>Amazing Animals</p>	
<p><b>PSHE Unit</b></p>	<p>F1- Which stories are special?</p>	<p>F2-</p>	<p>F3-</p>	<p>F4-</p>	<p>F5-</p>	<p>F6-</p>
<p><b>Managing Self</b>  <b>Self- Regulation</b>  <b>Link to Behaviour for Learning</b></p>	<p>Baseline activities New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals Changing me Look how far I've come! Model positive behaviour Healthy me</p>	<p>Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on Self- Confidence Build constructive and respectful relationships.</p>	<p>Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Self- Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Engage in imaginative play, sharing our own ideas and listening to ideas from others.</p>	<p>Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss what we hope for in Year One Taking part in sports day- Winning and loosing</p>
<p><b>Curriculum Links – Development Matters</b></p>	<p><b>Birth to Three</b></p>		<p><b>3-4 years</b></p>		<p><b>Reception/ELG</b></p>	
<p><b>Key Vocabulary- Feelings, why they feel that way, being able to explain.</b>  <b>Sad, happy, tired, angry, because, hungry, upset, sharing, hygiene, individual, relationships, resilience.</b></p>	<ul style="list-style-type: none"> <li>Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>Establish their sense of self.</li> <li>Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>Engage with others through gestures, gaze and talk.</li> <li>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> <li>Find ways of managing transitions, for example from their parent to their key person.</li> <li>Thrive as they develop self-assurance.</li> <li>Play with increasing confidence on their own and with other children,</li> <li>Feel strong enough to express a range of emotions.</li> <li>Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</li> <li>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>Develop friendships with other children.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</li> <li>Learn to use the toilet with help, and then independently</li> </ul>		<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and toothbrushing</li> </ul>		<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.- Personal hygiene</li> <li>Know and talk about the different factors that support their overall health and wellbeing:                         <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of ‘screen time’</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul>	

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.					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
General Themes	<b>All About Me</b>	<b>The World Around Us</b>	<b>Amazing Animals</b>	<b>Come Outside</b>	<b>Terrific Tales</b>	<b>Ticket to ride</b>
Fine motor	Baseline activities Fine Motor activities- Funky Fingers- Threading, cutting, weaving, playdough. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip and control	Fine Motor activities- Funky Fingers- Threading, cutting, weaving, playdough. Form letters correctly- Teach and model correct letter formation. Begin to draw diagonal lines Start to colour inside the lines of a picture/ Start to draw pictures that are recognisable Build things with smaller blocks Cutting with Scissors	Fine Motor activities- Funky Fingers- Threading, cutting, weaving, playdough. Begin to form letters correctly- Teach and model correct letter formation. Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Button Clothing	Fine Motor activities- Funky Fingers- Threading, cutting, weaving, playdough. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed- Teach and model correct letter formation. Develop muscle tone to put pencil pressure on paper	Fine Motor activities- Funky Fingers- Threading, cutting, weaving, playdough. Develop muscle tone to put pencil pressure on paper Teach and model correct letter formation. Use tools to effect changes to materials Show preference for dominant hand	Fine Motor activities- Funky Fingers- Threading, cutting, weaving, playdough. Develop pencil grip and letter formation Use one hand consistently for fine motor Cut along a straight line with scissors Start to cut along a curved line, like a circle Develop muscle tone to put pencil pressure on paper Most letters formed correctly- Teach and model correct letter formation.
Gross motor	Balance/Jumping- children moving with confidence in dance related activities. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Changing for PE Help individual children to develop good personal hygiene.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking 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 Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.	Cooperation games i.e. parachute games, exploring spatial awareness Squiggle While You Wiggle 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 handwashing and toileting Lunchtimes- having lunch altogether, using the cutlery and trying a variety of food	Team games- winning/losing Ball skills- throwing and catching. Squiggle While You Wiggle 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 handwashing and toileting	Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. PE with Miss B- Gymnastics ./ Balance Obstacle activities children moving over, under, through and around equipment Changing for PE Help individual children to develop good personal hygiene. Acknowledge and praise their efforts.	Encourage children to be highly active and get out of breath several times every day. Dance – With Miss Claire this term! Races / team games involving gross motor movements for Sports Day Allow less confident children to spend time initially observing and listening, without feeling pressured to join in.
Curriculum Links – Development Matters	<b>Birth to Three</b>		<b>3-4 years</b>		<b>Reception/ELG</b>	
Key Vocabulary- Movement, balance, control, jump, run, walk, shape, hold, team, teamwork, coordination, win, lose, participate, healthy, unhealthy.	<ul style="list-style-type: none"> <li>• Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.</li> <li>• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>• Clap and stamp to music.</li> <li>• Fit themselves into spaces and move around in them.</li> <li>• Enjoy starting to kick, throw and catch balls.</li> <li>• Build independently with a range of appropriate resources.</li> <li>• Walk, run, jump and climb – and start to use the stairs independently.</li> <li>• Spin, roll and independently</li> <li>• Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>• Use large and small motor skills to do things independently</li> <li>• Show an increasing desire to be independent</li> <li>• Start eating independently and learning how to use a knife and fork.</li> <li>• Develop manipulation and control/ Explore different materials and tools</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose</li> <li>• Use large-muscle movements to wave flags/ streamers, paint</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Use one-handed tools and equipment</li> <li>• Use a comfortable grip with good control when holding pens/pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</li> </ul>		<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired</li> <li>• Progress towards a more fluent style of moving, with developing control and grace/ Combine different movements with ease and fluency.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Develop overall body-strength, balance, co-ordination and agility./Use their core muscle strength to achieve good posture when sitting at a table/ sitting on the floor.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	

<p><b>Literacy</b></p>	<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>					
<p><b>Terms</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
<p><b>General Themes</b></p>	<p><b>All About Me</b></p>	<p><b>The World Around Us</b></p>	<p><b>Amazing Animals</b></p>	<p><b>Come Outside</b></p>	<p><b>Terrific Tales</b></p>	<p><b>Ticket to ride</b></p>
<p><b>Comprehension- Developing a passion for reading</b> 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>Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Sequencing familiar stories using pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p>	<p>Can draw pictures of characters/ event / setting in a story 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 Stories from other cultures and traditions</p>	<p>Making up stories with themselves as the main character Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few tricky words. Read a few tricky words linked to Little Wandle. Blend sounds into words, so that they can read short words made up of known</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. Non-Fiction Focus</p>	<p>Retell stories related to events through acting/role play. Retelling stories using images / apps. Story Maps to retell the story – Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Enjoys an increasing range of books</p>	<p>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 – to act our focus texts.</p>
<p><b>Word Reading</b> Children will learn Phonics through our scheme Little Wandle. Once they can blend then they will have books with words in. They will have 3 reading sessions a week then the book will be sent home.</p>	<p>Phonic Sounds: Little Wandle Phase 2: 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 blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge End of term assessments</p>	<p>Phonics- Little Wandle Phase 2 Reading sessions 3 times a week Reading Club to support children to blend phonemes. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', End of term assessments-</p>	<p>Phonics- Little Wandle Phase 3- Reading sessions- 3 times a week 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 digraphs: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Reading Club to support children to blend phonemes. End of term assessments-</p>	<p>Phonics- Little Wandle Phase 3- Reading sessions- 3 times a week 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. End of term assessments-</p>	<p>Phonics- Little Wandle Phase 4- Assess Reading sessions- 3 times a week Blending and recognising digraphs/trigraphs in words. For exception words such as 'come' and 'said', help children identify the sound that is tricky to spell. Rhyming strings, common theme in traditional tales, identifying characters and settings Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience,</p>	<p>Phonics- Little Wandle Phase 4- Reading sessions- 3 times a week Blending and recognising digraphs/trigraphs in words. For exception words such as 'come' and 'said', help children identify the sound that is tricky to spell. Distinguishing capital letters and lower case letters. End of term assessments – Transition to Year One staff.</p>
<p><b>Writing</b> There will be a 'Write' Play Project each week linking to our topic. As the year progresses so will the activity.</p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Rhyming words. <b>Texts as a Stimulus:</b> Nursery Rhymes – <b>Incy Wincy Spider</b>- write a 's'. <b>-Rainbow Fish</b> – create a wish for the year <b>-Smartest Giant in Town</b> – draw how you could be kind</p>	<p>Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Rhyming words. <b>Texts as a Stimulus-</b> <b>Non fiction texts-</b> <b>People Who Help Us-</b> order <b>Recycling-</b> create a list <b>Diwali</b> – create a poster <b>Rama and Sita</b> – character description <b>Autumn/Winter-</b> draw what they have observed <b>Christmas story</b> – order and write initial sounds/captions</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Rhyming words. <b>Texts as a Stimulus:</b> <b>Wow Day- Joanthon's Jungle Roadshow-</b> Minibeasts- Labels/simple captions <b>Owl Babies (Tale of Fear)</b> CVC words / simple sentence writing using high frequency words <b>Polar Bear and the Snow Cloud-</b> create your own idea <b>The Tiger Who Came to Tea-</b> plan a picnic/ invitation to tea.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Labels and captions – life cycles <b>Texts as a Stimulus:</b> <b>The Very Hungry Caterpillar-</b> Describe foods / adjectives Healthy Food – My Menu / story map <b>The Teeny Weeny Tadpole-</b> label life cycle <b>Non-fiction- Spring-</b> draw what they have noticed <b>Non-fiction- flower-</b> life cycle of a seed/ <b>Jasper's Beanstalk-</b> how to look after it <b>The Easter Story-</b> order story. Add labels/captions.</p>	<p>Use the story in role play, retell the story, change parts of the story. Create a story map. Use a simple sentence to recall the story/character descriptions <b>Texts as a Stimulus:</b> <b>Jack and the Beanstalk</b> <b>Goldilocks and the Three Bears</b> <b>The Three Billy Goats Gruff</b> <b>The Gingerbread Man</b> <b>The Ugly Duckling</b> <b>The Three Little Pigs</b></p>	<p>Retell the story in own words / change the ending. Describe the characters. Write a new version. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. <b>Texts as a Stimulus:</b> <b>Non-fiction- Maps- Where do I live?</b> draw a map of school <b>Non-fiction- Maps- England/UK</b> Compare <b>The Snail and the Whale-</b> retell in own words <b>Beegu-</b> describe an alien <b>Bob. The Man on the Moon-</b> list of what to take <b>OI, Get off my Train-</b> describe what happened/describe the train.</p>
<p><b>Curriculum Links-</b></p>	<p>Birth to Three</p>		<p>Three to Four years</p>		<p>Reception</p>	
<p><b>Key Vocabulary-</b> Characters, settings, beginning, middle, end, print, phoneme, digraph, trigraph, blend, segment, rhyme.  Evident story language in their play.</p>	<ul style="list-style-type: none"> <li>Enjoy songs and rhymes, tuning in and paying attention/ Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>Enjoy sharing books with an adult/ Pay attention and respond to the pictures. Repeat words and phrases from familiar stories.</li> <li>Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props.</li> <li>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>Enjoy drawing freely.</li> <li>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>Make marks on their picture to stand for their name</li> </ul>		<ul style="list-style-type: none"> <li>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- page sequencing</li> <li>Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>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.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately</li> </ul>		<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>	

<p><b>Mathematics</b></p>	<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><b>Terms</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
<p><b>General Themes</b></p>	<p><b>All About Me</b></p>	<p><b>The World Around Us</b></p>	<p><b>Amazing Animals</b></p>	<p><b>Come Outside</b></p>	<p><b>Terrific Tales</b></p>	<p><b>Ticket to ride</b></p>
<p>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</p> <p>Can Do Maths</p>	<p>Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring patterns: What is the same and what is different? Develop spatial reasoning- position and shape <b>Unit 1- Counting 5</b> <b>Unit 2- Counting 6</b> <b>Unit 3- Counting 7</b></p>	<p>Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring patterns: What is the same and what is different? Developing spatial reasoning- length, weight, and capacity. <b>Unit 3- Counting 7</b> <b>Unit 4- Counting 8</b> <b>Unit 5- Counting 9</b> <b>Unit 6- Counting 10</b></p>	<p>Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring patterns: What is the same and what is different? Patterns and relationships- repeated patterns, shapes and colours.  <b>Unit 7- composition of 2, 3, 4</b> <b>Unit 8- composition of 5</b> <b>Unit- 9 – composition of 6</b> <b>Problem Solving</b></p>	<p>Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring patterns: What is the same and what is different? Patterns and relationships- time, events and making connections.  <b>Unit 10 -Comparing Numbers</b> <b>Unit 11- Composition of 7</b> <b>Unit 12- Composition of 8</b></p>	<p>Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring ordinality, using the language of first, second, third, last etc. Developing spatial reasoning.  <b>Unit 13- Composition of 9</b> <b>Unit 14- Composition of 10</b> <b>Double numbers</b></p>	<p>Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring patterns in numbers beyond 10: What is the same and what is different? Developing patterns and relationships.  <b>Unit 15- Equal Groups</b> <b>Unit 16- Distributing Equally</b> <b>Securing and using number facts.</b></p>
<p><b>Curriculum Links</b></p>	<p><b>Birth to Three</b></p>		<p><b>Three to Four years</b></p>		<p><b>Reception</b></p>	
<p><b>Key Vocabulary-</b> Number, subitise, whole, part, more than/greater than, less than/fewer, adding, subtraction, equals, 2D, 3D, position, direction- left right, forwards, backwards, short, short, shortest, tall, taller, tallest, pattern, heavier than, lighter than, full, empty, half full.</p> <p><b>Reasoning- I know this because...</b></p>	<ul style="list-style-type: none"> <li>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li> <li>Take part in finger rhymes with numbers.</li> <li>React to changes of amount in a group of up to three items.</li> <li>Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers- '1-2-3-5.'</li> <li>Climb and squeeze themselves into different types of spaces.</li> <li>Build with a range of resources.</li> <li>Complete inset puzzles.</li> <li>Compare sizes, weights etc. using gesture and language- 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>Notice patterns and arrange things in patterns</li> </ul>		<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>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').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>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'.</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then..</li> </ul>		<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Subitise.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Count beyond ten.</li> <li>Compare numbers.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10.</li> <li>Automatically recall number bonds for numbers 0-5 and some to 10.</li> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>Continue, copy and create repeating patterns.</li> <li>Compare length, weight and capacity.</li> </ul>	

<p><b>Understanding the World</b></p>	<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><b>Terms</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
<p><b>General Themes</b></p>	<p><b>All About Me</b></p>	<p><b>The World Around Us</b></p>	<p><b>Amazing Animals</b></p>	<p><b>Come Outside</b></p>	<p><b>Terrific Tales</b></p>	<p><b>Ticket to ride</b></p>
	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras. Harvest- what is Harvest. Harvest celebrations at the church.</p>	<p>Introduce children to different occupations and how they help us. To see how they use transport to help them in their jobs. 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 Diwali- Rama and Sita- Comment how people celebrate and what is celebrated. Autumn/Winter- observe changes within their close environment. Go on a Welly walk, experience different weather. After close observation, draw pictures of the natural world, including animals and plants Share non-fiction texts that offer an insight into information about seasons. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Christmas story- how it is celebrated, how we celebrate it, how it is celebrated around the world.</p>	<p>Jonathon’s Jungle Roadshow visit. Building a ‘Bug Hotel’ What can we do here to take care of animals in the wild/fam? Compare animals from the wild/Arctic to those on a farm. Explore a range of wild animals. Learn their names and label their body parts. Nocturnal Animals Making sense of different environments and habitats o 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 Listen to children describing and commenting on things they have seen whilst outside, including animals After close observation, draw pictures of the natural world, including animals and plants Chinese New Year</p>	<p>Trip to our local park (to link with seasons Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes Provide opportunities for children to note and record the weather. Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. Life cycles- use their knowledge and appropriate vocabulary to describe the order and changes that happen.</p>	<p>Share different cultures versions of famous fairy tales. 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. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</p>	<p>Discuss where they live. We are in England, look at maps. 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. Look at the difference between our local area to London. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Can children differentiate between land and water. Compare the areas in our focus texts to where we live. What is similar/What is different?</p>
<p><b>RE and World Views</b></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. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness</p>					
	<p>F1- Which stories are special and why?</p>	<p>F2- Which people are special and why?</p>	<p>F3- Which places are special and why?</p>	<p>F4- Which times are special and why?</p>	<p>F5- Where do we belong?</p>	<p>F6- What is special about our world?</p>
<p><b>Curriculum Links</b></p>	<p>Birth to Three</p>		<p>Three to Four Years</p>		<p>Reception</p>	
<p><b>Key Vocabulary-</b> Past, present, future, map, local area, England/Swindon. Spring, Summer, Autumn, Winter, weather, trees, grass, park, house, school, road, river, changes, similarities, differences.  Can comment on their local area and compare it to a picture.</p>	<ul style="list-style-type: none"> <li>• Repeat actions that have an effect.</li> <li>• Explore materials with different properties.</li> <li>• Explore natural materials, indoors and outside.</li> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people</li> </ul>		<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar/ different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family’s history.</li> <li>• Show interest in different occupations.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant/animal.</li> <li>• Begin to understand the need to respect care for the natural environment and all living things.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul>		<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities/differences between life in this country and others</li> <li>• Explore the natural world around them. Describe what they see/ hear/ feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	

<p><b>Expressive Arts and Design</b></p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
	<p><b>All About Me</b></p>	<p><b>The World Around Us</b></p>	<p><b>Amazing Animals</b></p>	<p><b>Come Outside</b></p>	<p><b>Terrific Tales</b></p>	<p><b>Ticket to ride</b></p>
<p>Children to produce a piece of artwork each week to be displayed in their space to show parents. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions. Other activities available will be 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.</p>	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Provide a wide range of props for play which encourage imagination. Role play based on People Who Help Us Role play based on Diwali/Rama and Sits Role play based on Christmas story Exploring natural objects to paints with – sticks, leaves Christmas Crafts</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks. Making lanterns, Chinese writing, puppet making, animal prints, designing homes for hibernating animals, collage owls, collage-farm animals Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants. Butterfly painting Pastel drawings, printing, patterns on Easter eggs, Life cycles – draw and create Flowers-Sun flowers Mother’s Day crafts/ Easter crafts Artwork themed around Eric Carle</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response. The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories. Story telling area to use the vocabulary from our Traditional tales Retelling familiar stories</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function. Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Creating outer of space pictures Provide children with a range of materials for children to construct with. Dance with Miss Claire</p>
<p><b>Curriculum Links-</b></p>	<p>Birth to Three</p>		<p>Three to Four Years</p>		<p>Reception</p>	
<p>Over the year we will explore textures and replicating patterns. We will work directly from observations and imagination. We will explore with different media and in various contexts- large paper, group work, playdough etc. We will mix primary colours and explore printing. We will also explore weaving. Key vocabulary- Texture, media, paint, print, shape, colour, size, weave. Primary, natural, man-made, recycled, decorate, line, thick, thin, evaluate, plan, like, dislike. Adults to model story language in provision and this should be evident in the children’s play.</p>	<ul style="list-style-type: none"> <li>• Show attention to sounds and music.</li> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Move and dance to music.</li> <li>• Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.</li> <li>• Explore their voices and enjoy making sounds.</li> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Make rhythmic and repetitive sounds.</li> <li>• Explore a range of sound-makers and instruments and play them in different ways.</li> <li>• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>• Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.</li> <li>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.</li> <li>• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas</li> </ul>		<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• Explore colour and colour-mixing.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person (‘pitch match’).</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>		<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups</li> </ul>	

Early Learning Goals – for the end of the year-Holistic / best fit Judgement!						
Communication and language	Personal, social and emotional development	Physical development	Literacy	Mathematics	Understanding the world	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b> 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.</p> <p><b>ELG: Speaking</b> Participate in small group, class and oneto-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, nonfiction, 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.</p>	<p><b>ELG: Self-Regulation</b> 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> <p><b>ELG: Managing Self</b> 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.</p> <p><b>ELG: Building Relationships</b> 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.</p>	<p><b>ELG: Gross Motor Skills</b> 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.</p> <p><b>ELG: Fine Motor Skills</b> 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.</p>	<p><b>ELG: Comprehension</b> 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.</p> <p><b>ELG: Word Reading</b> 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.</p> <p><b>ELG: Writing</b> 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</p>	<p><b>ELG: Number</b> 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.</p> <p><b>ELG: Numerical Patterns</b> 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</p>	<p><b>ELG: Past and Present</b> 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.</p> <p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b> 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</p>	<p><b>ELG: Creating with Materials</b> 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.</p> <p><b>ELG: Being Imaginative and Expressive</b> 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.</p>