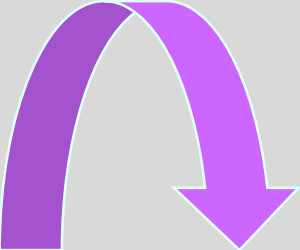



EARLY YEARS FOUNDATION STAGE
RECEPTION CLASS
CURRICULUM OVERVIEW



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I?	WHO ARE WE?	WHAT IF I WENT ON A JOURNEY?	WHO COULD I MEET?	WHAT MIGHT I GROW INTO?	WHAT MIGHT I FIND ...?
 <p>OVER ARCHING PRINCIPLES</p>	<p>Characteristics of Effective Learning</p> <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. Children and practitioners are NOT alone – embrace each community.</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>At North Road, children will predominantly learn through play and are actively encouraged to lead their own learning through their interests, set their own goals and solve problems. As teachers, we scaffold and support their learning through provision of exciting and enticing environments that allow the children to explore and investigate, supporting them to develop and learn new skills, build on knowledge and foster positive relationships with their peers.</p>					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I?	WHO ARE WE?	WHAT IF I WENT ON A JOURNEY?	WHO MIGHT I MEET?	WHAT MIGHT I GROW INTO?	WHAT MIGHT I FIND...
ASSESSMENT	Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children’s level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share.					
	<div></div> <div>See Appendix A</div>					
Analyse Nursery Assessments National Baseline data In-house – On entry data on entry / Baseline analysis	EYFS team meetings Phonic Assessment On going assessments Parents evening info In house moderation Autumn Assessment Data Pupil progress meetings Phase 2 Phonic Assessment	On going assessments GLD Projections for EOY Domino Alliance moderation EYFS team meetings Phase 3 Phonic Assessment	On going assessments Parents evening info Phonic Assessment EYFS team meetings In house moderation Spring Assessment Data Pupil progress meetings	On going assessments Domino Alliance moderation EYFS team meetings Phonic Assessment	On going assessments EYFS team meetings EOY Assessment / profile / ELG’s Pupil progress meetings Reading Benchmarking	

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GENERAL THEMES	WHO AM I?	WHO ARE WE?	WHAT IF I WENT ON A JOURNEY?	WHO COULD I MEET?	WHAT MIGHT I GROW INTO?	WHAT MIGHT I FIND ...?
OUR SCHOOL VALUES CELEBRATION -VALUES TREE, DOJOS AND ASSEMBLIES BRITISH VALUES	Respect Of ourselves, each other and our things	Perseverance We keep trying, we find new ways to succeed.	Pride In ourselves, our work and our class, our school, our community	Responsibility Completing tasks to the best of our ability, being safe, being honest	Positivity The power of 'Yet'	Ambition Setting own goals and solving challenges.
	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.		Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions.	Rule of law We all know that we have rules 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.	Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.	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.
	Although we have value focused terms, our school values and British values are all embedded within the curriculum and are all actively promoted throughout.					
PARENTAL INVOLVEMENT 	Optional Home visits Home / School Agreement Wow messages End of Term Tea Party Harvest Assembly	Wow messages Phonics workshop to inc Reading and Letter Formation Parents Evening Nativity Christmas Craft Afternoon	Wow messages Maths workshop Share a story / Stay and Read Ted the Bear	Wow messages Parents Evening Easter Assembly Mother's Day pamper session Ted the Bear	Wow messages Share a story Ted the Bear Celebration of learning	Wow messages Father's Den Building Afternoon Poetry Recital Meet the Teacher (Y1 Transition)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I?	WHO ARE WE?	WHAT IF I WENT ON A JOURNEY?	WHO COULD I MEET?	WHAT MIGHT I GROW INTO?	WHAT MIGHT I FIND....?
COMMUNICATION AND LANGUAGE Celebrate multilingualism	<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>					
C&L is developed throughout the year through high quality interactions, daily group discussions, circle times, PSHE, stories, singing, speech and language interventions (Neli) and assemblies. DAILY STORY TIME SHARING STORIES	<p>Welcome to EYFS 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 Familiar Print Sharing facts about me! All about me! - shoe box Model talk routines through the day. Register / Snack Time etc..</p> <p>Snack Time altogether to promote conversation, sharing of likes /dislikes and interests. Things we have in common.</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. Ted the travelling bear Introduce Helicopter stories</p>	<p>Talk it through! Using language well 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 Ted the travelling bear Helicopter Stories</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 Model explaining what happened. Ted the travelling bear Helicopter Stories</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. Helicopter Stories</p>

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<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>					
MANAGING SELF SELF - REGULATION	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rules and Routines Supporting children to build relationships Dreams and Goals</p>	<p>Getting on and falling out. How to deal with anger Emotions 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. How to use our words to sort a problem rather than go straight to an adult Introduce Free Flow Snack</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios Teach chn Mindfulness breathing strategies (Rainbow)</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Teach chn Mindfulness breathing strategies (Cloud)</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Teach chn Mindfulness breathing strategies (Hand)</p>	<p>Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Teach chn Mindfulness breathing strategies (Butterfly hugs)</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I?	WHO ARE WE?	WHAT IF I WENT ON A JOURNEY?	WHO COULD I MEET?	WHAT MIGHT I GROW INTO?	WHAT MIGHT I FIND....?
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING Children have weekly access to the school library WORD READING Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge Chn are taught to read using non cursive font but chn are exposed to cursive and a range of fonts/prints through texts, displays and adults/peers handwriting.	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)					
	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Actions to retell the story / Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	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. Predict what would happen next in shared stories. Introduced listening centre Increase vocabulary using Grandma Fantastic words introduced in literacy lessons.	. Stories from other cultures and traditions Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day. Parents reading stories Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Develop their own narratives and explanations by connecting ideas or events	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Information leaflets about animals in the garden/plants and growing Timeline of how plants grow / Lifecycles	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.
	Bug Club Phonics Phase 1 and 2 Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Rhyming.	Bug Club Phonics Phase 2 / Begin phase 3 Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘no’, help children identify the sound/part that is tricky to read.	Bug Club Phonics Phase 3 Reading: Rhyming strings, Help children to become familiar with different print / fonts- reading digraphs. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’. And phase 3 exception words.	Bug Club Phonics Consolidate and secure Phase 3 Reading: cvcc words and begin to read words of 2 or more syllables. Reading: Story Structure – Use JC story maps to plot main events. Wider range of non fiction books	Bug Club Phonics Phase 4 Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Read Phase 2, 3 Tricky words.	Bug Club Phonics Consolidate and secure Phase 4 / Phase 5 Vowel phonemes as appropriate Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Reading all phase 2/3.4 Tricky words. End of term assessments Transition to Year 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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<p>WRITING</p> <p>Taught through whole class and group teaching.</p> <p>Modelled and shared writing strategies used through Jane Considine Sentence Stacking.</p> <p>Chn are immersed in early opportunities for mark making and activities which promote physical development.</p> <p>Continuous provision supports the developmental stages of the chn and opportunities to mark make / write are actively promoted in all areas of the environment.</p> <p>Teach non cursive letter formation.</p> <p>Children to write captions and sentences when they have sufficient knowledge of letter-sound correspondences.</p>	<p>Quality Texts: Owl Babies Giraffes who can't dance Little Lumpty</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple words Use initial sounds to label characters / images. Silly soup. Names Labels. Lists, Diagrams, Messages</p>	<p>Quality Texts: Supertato Oliver's Vegetables Goldilocks Three little pigs</p> <p>Name writing, labelling using initial sounds, story scribing.</p> <p>Writing CVC words, Labels using CVC.</p> <p>Retelling stories / instructions for porridge / house building.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Guided write a sentence</p>	<p>Quality Texts: Augustus and his Smile The Tiny Seed The snail and a whale</p> <p>Writing Focus Texts: Handa's Surprise Penguins (non fiction)</p> <p>Spelling Phase 2 Tricky Words</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Begin to write captions</p> <p>Guided writing based around developing quality sentences in a meaningful context.</p> <p>Beginning to use finger spaces. Form lower-case and capital letters correctly.</p> <p>Writing simple sentences.</p>	<p>Quality Texts: Stickman Jack and the Beanstalk Non fiction-Lots</p> <p>Writing Focus Texts: Rosie's Walk Jack and the Jelly Bean Stalk Chocolate Cake (non fiction)</p> <p>Securing use of finger spaces and full stops.</p> <p>Form lower-case and capital letters correctly.</p> <p>Creating own story maps, writing captions and labels. Writing sentences to accompany story maps.</p> <p>Writing more than one sentence to 'Deepen the Moment'</p>	<p>Quality Texts: Hungry Caterpillar Tad - Faction The lonely wasp</p> <p>Writing Focus Texts: Pigs Might Fly Ruby's Worry Perfectly Norman</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words and securing spelling of of Phase 3 Tricky words</p> <p>Writing recipes, lists.</p> <p>Non fiction – information sentences / facts</p>	<p>Quality Texts: Superworm Doug the bug that went boing Norman slug with the silly shell I don't like snakes –faction</p> <p>Writing Focus Texts: Sam and Dave Dig a Hole Rainbow Fish If Sharks Disappeared (non fiction)</p> <p>Story writing, writing sentences securing use of full stops, capital letters and finger spaces</p> <p>using a range of tricky words / HFW that are spelt correctly.</p> <p>Innovation of familiar texts - using familiar texts as a model for writing own stories.</p>

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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><i>Taught through Direct Teaching and adult led 1:1 /group teaching as well as stories.</i></p> <p><i>Continuous provision supports practice of concepts and problem solving.</i></p> <p><i>Use of Number Talk inc correct mathematical vocab and stem sentences (see whole school calc policy) used throughout the year to develop reasoning and not confined to mathematical sessions.</i></p> <p><i>Learning recorded through Class floor book and individual maths books (used as and when appropriate for ind chn)</i></p>	<p>Early Mathematical Experiences</p> <p>Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives – five frames / numicon. Number recognition. 2D Shapes.</p> <p>Pattern and early number</p> <p>Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 5 •Estimate and check by counting. Recognise numbers in the environment. A number a week.</p>	<p>Numbers within 10</p> <p>Count up to ten objects. •One more or one fewer •Order numbers 1 – 10 •Conservation of numbers within 10</p> <p>Addition and subtraction within 6</p> <p>Explore zero •Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>Shape and sorting</p> <p>Describe, and sort 2-D & 3-D shapes •Describe position accurately</p> <p>Calendar and time</p> <p>Days of the week, seasons •Sequence daily events</p>	<p>Numbers within 10 continued</p> <p>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</p> <p>Explore addition as counting on and subtraction as taking away</p> <p>Numbers within 15</p> <p>Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer Place value of 'teen' numbers – one ten and ones</p>	<p>Grouping and sharing</p> <p>Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing</p> <p>Numbers within 20</p> <p>Count up to 20 objects •Represent, order and explore numbers to 20 •One more or fewer</p> <p>Doubling and halving</p> <p>Doubling and halving & the relationship between them Doubles and halves facts</p>	<p>Shape and pattern</p> <p>Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns</p> <p>Addition and subtraction within 20</p> <p>Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving</p> <p>Money</p> <p>Coin recognition and values •Combinations to total 20p •Change from 10p</p> <p>Measures</p> <p>Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths</p>	<p>Depth of numbers within 20</p> <p>Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards</p> <p>Numbers beyond 20</p> <p>One more one less •Estimate and count •Grouping and sharing</p>

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<p>UNDERSTANDING THE WORLD</p> <p>CHILDREN ARE STIMULATED BY THE OPENING QUESTION AND IMMersed IN THE TERMly LEARNING THROUGH THEIR PROVISION. THE CHILDREN ARE POSITIVELY ENCOURAGED TO WONDER, AND LEAD THE LEARNING BY FOLLOWING THEIR INTERESTS AND ENQUIRES.</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>Identify themselves and who they are? – Share ‘All about Me shoeboxes’ with the class.</p> <p>Share photos of when they were younger as a stimulus for discussion. What can you do now that you couldn’t do back then? What has changed? Within living memory.</p> <p>Identifying their family. Commenting on photos of their family.- add to ‘All about me’ wall.</p> <p>Draw similarities and make comparisons between other families through circle times and stories.</p> <p>Read fictional stories about families and begin to identify characters based from the past, through clothes and objects within the story.</p> <p>Talk about members of their immediate family and community.- Families of Pluto invited to a Tea party.</p> <p>Discuss ages and birthday celebrations / festivals celebrated within their household – link to RE.</p> <p>Talk about what they do with their family and places they have been with their family.</p> <p>Take opportunities to learn about countries / cultures of the children within the class. Learn how to say hello or good morning in another language and explore the customs of those families.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p>	<p>Observe firework night – introducing them to the key facts of why we celebrate firework night and guy Fawkes.</p> <p>Observe Remembrance Day – through story and discussion / assemblies introduce chn to the events that lead us to celebrate.</p> <p>Discuss people we remember. Modelled by adults and chn invited to join in.</p> <p>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. Adults share photos of themselves as children at Christmas – compare and contrast.</p> <p>Use world maps to show children where some stories are based.</p> <p>Share different cultures versions of famous fairy tales.</p> <p>Observe firework night / remembrance Day / other celebrations / festivals within the children’s homes / community</p> <p>Where are these places? Where do these festivals and celebrations happen? Where is the Cenotaph? Where is India?</p>	<p>Post Christmas – observe toys from now – favourite Christmas present. And those of family members – invite a parent / grandparent to talk about their favourite toy. Compare and contrast toys from now/ past.</p> <p>Observe transport today and begin to look at transport in the past.</p> <p>Take a bus journey..</p> <p>Look at transport and road safety – Crossing Patrol</p> <p>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. Similarities and differences.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Maps– Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</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 and why.</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>Provide opportunities for children to incorporate their understanding of the seasons and weather in their play.</p>	<p>Link back to term 3 – transport now and in the past and look at Police vehicles after the visit from Police officer in school.</p> <p>Take children to places of worship and places of local importance to the community.</p> <p>Invite visitors such as: local PCSO’s in to talk about what they do within our community. Develop vocabulary around individual roles .</p> <p>Explore parents jobs/careers to explore aspirations.</p> <p>Learn about Easter, the story and how we celebrate it.</p> <p>Oral hygiene - Invite visitor into class: Local dentist/ dental nurse to support understanding of oral hygiene. - Develop vocabulary around role.</p> <p>Healthy Eating – sorting healthy / unhealthy food (sugary food)</p>	<p>Observe Seasonal changes – Spring</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record what they notice.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Explore and observe life cycles - Butterfly – have caterpillars in class to observe. / Tadpoles.</p> <p>Plant cress / beans / flowers to explore and observe plants as they grow from seed. I wonder ... where a seed will grow the best?</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>Investigate mini beasts - Identify, begin to sort and classify – how do they move?</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p>	<p>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.</p> <p>Introduce Mary Anning as the first female to find a fossil.</p> <p>Explore and discover animals and plants we find near the sea. Emphasis on Rock pools.</p> <p>Learn about plastic pollution and the effects on our natural world.</p> <p>Explore how we can look after the animals / plants we have been growing and those that are in the wider community – explore the effects of littering and pollution.</p> <p>Link to the Jurassic Coast and the seaside. Where is this? What is it like there?</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I?	WHO ARE WE?	WHAT IF I WENT ON A JOURNEY?	WHO COULD I MEET?	WHAT MIGHT I GROW INTO?	WHAT MIGHT I FIND...?
<p>SCIENCE</p> <p>I WONDER...STARTERS TO MODEL AND PROMPT CHILD LED SCIENTIFIC INVESTIGATIONS</p> <p>SCIENCE IS TAUGHT THROUGH ACTIVITIES THAT ENCOURAGE CHILDREN TO EXPLORE, PROBLEM SOLVE, OBSERVE, PREDICT, THINK, MAKE DECISIONS AND TALK ABOUT THE WORLD AROUND THEM. OPPORTUNITIES FOR SCIENCE LEARNING TO BE REVISITED AND BUILT UPON ARISE THROUGH THE YEAR.</p>	<p>Observe Seasonal changes - Autumn</p> <p>I wonder... what is same and what is different about us?</p> <p>Similarities and Differences</p> <p>Our senses – exploration.</p> <p>I wonder ... Explore light and dark (daylight changes / festivals of light / reflective materials)</p> <p>Little Lumpty Text – exploring how to prevent the egg shell cracking.</p>		<p>Observe Seasonal changes - Winter</p> <p>I wonder ... what will happen? Ice - Changing state</p> <p>Ice / arctic animals and habitat</p> <p>I wonder ... what clothes I will need. Clothing – what clothes do I need to pack for my journey / weather.</p> <p>Transport - I wonder ... if it will float. Floating / sinking.</p> <p>I wonder .. how can it travel further.</p>	<p>Observe Seasonal changes – Winter - Spring</p> <p>I wonder... Chocolate (Easter) – Changing state</p> <p>Oral hygiene</p> <p>Healthy Eating – sorting healthy / unhealthy food (sugary food)</p>	<p>Observe Seasonal changes – Spring</p> <p>Life cycles of Butterfly / Frog - observation of growth and change.</p> <p>Minibeasts – identification. Similarities and differences. I wonder.... How do they move?</p> <p>I wonder ... where a seed will grow the best? Planting seeds / seed identification / observation of growth</p>	<p>Observe Seasonal changes – Summer</p> <p>Weather – what is the weather today? What clothes do I need today?</p> <p>Pollution / recycling of plastics</p> <p>Materials – identify/sort. I wonder...which material is best for making a boat? A bucket and spade?</p>
	<p>Internet Safety – Think you know</p> <ul style="list-style-type: none"> •Learn the funny tummy song •Discuss Jess's Feelings <p>*Lesson 1</p> <p>Control toys including Beebots</p> <p>Use of the iPad to take photos of own learning</p> <p>Introduction to a bank of learning programmes on the iPad</p>		<p>Internet Safety – Think You Know</p> <ul style="list-style-type: none"> •Lesson 6 - Giving permission •Lesson 7 - Explaining people's emotions <p>Laptop Safety rules</p> <p>Finding and identifying the letters on a keyboard (upper/lower case match)</p> <p>Typing own names</p>		<p>Internet Safety – Childnet</p> <ul style="list-style-type: none"> *Smartie the penguin – Story 1 *Recap the funny tummy video and song <p>Keyboard skills</p> <p>Typing skills</p> <p>Logging on and off</p> <p>Introduction to Word and Paint</p>	
	<p>Which stories are special and why?</p> <p>What is your favourite story?</p> <p>What stories do you know about Jesus?</p> <p>Do you know any Bible stories?</p> <p>What stories do you know that tell you how you should behave towards other people?</p> <p>What are the similarities and differences between different people's special stories?</p>	<p>Which people are special and why?</p> <p>Who is special to you and why?</p> <p>What is a good friend like?</p> <p>What stories did Jesus tell about being a friend and caring for others?</p> <p>What stories do special people tell from another religion?</p>	<p>What places are special and why?</p> <p>Where do you feel safe? Why?</p> <p>Where do you feel happy? Why?</p> <p>Where is a special place to me?</p> <p>Where is a special place for believers to go?</p> <p>What makes this place special?</p>	<p>Which times are special and why?</p> <p>What special times have you had?</p> <p>What do other people celebrate?</p> <p>What happens at Christmas? Why?</p> <p>What happens at Easter? Why?</p> <p>What other festivals have you learnt about?</p> <p>What are the similarities and differences between different people's special times?</p>	<p>Where do we belong?</p> <p>How do we show respect for one another?</p> <p>How do we show love?</p> <p>Who do you care about?</p> <p>How do you know what other people are feeling?</p> <p>How do we show people they are welcome?</p> <p>What things can we do better together rather than on our own?</p> <p>Where do you belong?</p> <p>What makes us feel special about being welcomed into a group of people?</p>	<p>What is special about our world?</p> <p>What do you like in nature?</p> <p>What have you learnt about nature that is new to you?</p> <p>Why do some people say the whole world is special?</p> <p>What stories of creation do Christians tell?</p> <p>What stories of creation come from another religion?</p> <p>What do people say about how we should look after the world? What are the similarities and differences between different people's ideas about the world?</p>
<p>COMPUTING</p>						
<p>RE – (SACRE)</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>WHOLE SCHOOL FAITH DAYS</p>						

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I?	WHO ARE WE?	WHAT IF I WENT ON A JOURNEY?	WHO MIGHT I MEET?	WHAT MIGHT I GROW INTO?	WHAT MIGHT I FIND...
EXPRESSIVE ARTS AND DESIGN DANCE ROLE PLAY MUSIC SING UP USED TO ENHANCE PROVISION POETRY ART/ARTIST STUDY	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.					
	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. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did. Mark making with a variety of tools/ natural materials Indoor / outdoor role play opportunities – home	Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party’s and Celebrations Provide opportunities to work together to develop and realise creative ideas. Indoor / outdoor opportunities – home / celebrations ... Colour mixing Making sounds / exploring pulse, rhythm and pitch	select the tools and techniques needed to assemble materials Teach children different techniques for joining materials. Develop 3d / sculpture and joining to create models of homes/ buildings / objects in our natural world. Create story stones for class texts Snow / ice art – idea of temporary work Loose parts – snowflakes	Make different textures; make patterns using different colours Mother’s Day crafts Easter crafts Outdoor Role play – builders yard Workbench with real tools Puppets to retell stories / create own Respond to different styles of music Loose parts Dance – rhythm / narrative play Role play items inc clothes and writing opportunities linked to job roles	Encourage children to create, share and perform their own music. symmetrical butterflies Exploring natural found materials to produce artwork/ representations / weaving Flowers – deconstruct to reconstruct. Revisit colour mixing through natural materials / mud kitchen Dance / Movements – plants / animals Outdoor Role play – stage Loose parts – mini beast creations Perfume making using natural found materials	Father’s Day Crafts Explore shadows Explore recording music (written / drawn) and perform Poetry Recital Revisit printing / fossil prints Use of found objects to recycle / re purpose into musical instruments / pieces of artwork. Loose parts – Seaside images
	SING UP – Sing 1 I’ve Got a Grumpy Face SING UP – Listen 1 The Sorcerer’s Apprentice SING UP – Sing 2 Witch, witch SING UP – Sing 3 Row, Row, Row your Boat Christmas Nativity		SING UP – Listen 2 Bird spotting: Cuckoo polka SING UP - Sing 4 Shake my Sillies Out SING UP - Sing 5 Up and down SING UP - Sing 6 Five fine bumble bees		SING UP - Sing 7 Down there under the sea SING UP – LISTEN 3 It’s Oh So Quiet SING UP - Sing 8 Slap clap clap SING UP - Sing 9 Bow, bow, bow Belinda	
	Tradition Nursery Rhymes Humpty Dumpty (Qtext) Two little dickie birds / Head Shoulders Knees and Toes, Twinkle, Twinkle I hear thunder / There’s a worm at the bottom of my garden		Rhyming Poems ‘Oh Dear’ by Michael Rosen, Yum Yum Yum – James Carter. Take a poem – James Carter, 5 currant buns in a bakers shop, Zim Zam Zoom by James Carter		Nonsense poems Hey Diddle Diddle / Nonsense poems by Michael Rosen – Splish / He had a little Sticker / Digeedeo	
	Drawing – Pablo Picasso “Portrait of Igor Stravinsky,” Enjoy using a variety of media. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.	Painting - Willem de Kooning Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	3D/Sculpture - Louise Bourgeois / Jeff Koons – Balloon Dog Enjoy a range of malleable media such as playdough, papier Mache, Salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	Textiles - Genevieve Griffiths Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple stitch work. Show experience in simple weaving: paper, twigs. Use appropriate language to describe colours, media, equipment and textures.	Printing - Max Ernest Enjoy taking rubbings: leaf, bark, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture	Collage - Lisa Morales Show experience in fabric collage: layering fabric. Select and sort different materials and papers. Select papers / materials for effect.

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

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>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>

Assessment - EYFS - 2021 / 22

