



# ASH CROFT PRIMARY ACADEMY

## ACE Curriculum Overview

### EYFS



#### CHARACTERISTICS OF EFFECTIVE LEARNING



##### **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

##### **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.

##### **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.

#### OVER ARCHING PRINCIPLES



##### **Unique Child**

Every child is unique and has the potential to be resilient, capable, confident and self-assured.

##### **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.

##### **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.

**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.


##### **PLAY**

At Ash Croft Primary Academy we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

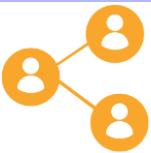
We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Whole school theme	Who has changed our world?(Autumn 1)	Where will your next adventure take you? (Autumn 2)	How is life different to that of our ancestors? (Spring 1)	What makes our world wonderful? (Spring 2)	How do the choices we make affect our planet?	What makes Derby Amazing?
<b>EYFS themes</b> 	<b>Autumn 1</b> <b>ALL ABOUT ME</b>  <b>Big question:</b> What makes me special in my world?	<b>Autumn 2</b> <b>TERRIFIC TALE ADVENTURES</b>  <b>Big Question</b> What festivals happen around the world?	<b>Spring 1</b> <b>AMAZING VEHICLES</b>  <b>Big Question:</b> How have vehicles changed over time?	<b>Spring 2</b> <b>ANIMALS AROUND THE WORLD</b>  <b>Big Question:</b> Would you prefer to live in the jungle or the garden?	<b>Summer 1</b> <b>UNDER THE SEA</b>  <b>Big Question:</b> How can we protect the animals that live in the sea?	<b>Summer 2</b> <b>DINOSAURS ON OUR DOORSTEP</b>  <b>Big question:</b> Would you like to live in Sinfon when dinosaurs ruled the earth?
<b>GENERAL THEMES</b> NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting School/getting to know my new class Being kind and making friends Who do you live with and what is your house like? Being me in my world What am I good at?	<i>Traditional Tales</i> <i>Where has the Gingerbread man been?</i> <i>Linked to KUW</i> <i>The Nativity</i> <i>Christmas lists</i> <i>Letter to Father Christmas</i>	Different types of vehicles and special features and uses in the community Space Rockets Finding out about vehicles past and present Designing our own vehicles	Spring time Easter Plants and flowers Gardening Walks around the school ground - visit to the pond Nature scavenger hunt Animals around the world Climates/hibernation Minibeasts	How can we protect our oceans? Sea creatures Map skills - identifying land and oceans Nonfiction about favourite sea creature	Create own fossils How did dinosaurs live on Earth? Fossils - Mary Anning Derby project - mapping what is on our doorstep. (Sinfon) Map work- make a map of our way to the park
<b>POSSIBLE TEXTS</b>	All about me - feelings  Ruby's worries Hair Big Feelings Incredible me Leaf Man	<i>Terrific Tales</i> <i>Traditional Tales</i> <i>Goldilocks and the Three Bears</i> <i>Little Red Hen linked to Harvest Festival</i> <i>The Gingerbread man</i> <i>Rama and Sita</i> <i>Father Christmas needs a wee!</i>	Look up - Mae Jemison <i>Bob the man on the moon, Whatever Next!</i> <i>How to catch a star,</i> <i>The way back home</i> <i>Mr Gumpy's Outing</i> <i>The Wright Brothers</i> <i>Neil Armstrong</i> <i>The Naughty Bus</i> <i>Percy the park keeper's invention</i>	<i>Animals around the world</i> <i>Jungle animals</i> <i>Walking through the jungle</i> Frog lifecycles and non-fiction texts linked to habitats	Somebody swallowed Stanley Commotion in the ocean Tiddler What the ladybird heard at the seaside The Storm Whale Lost and Found by Oliver Jeffers	Dinosaur poetry Dinosaur history Who will you meet on dinosaur street? Tyrannosaurus Drip Non-Fiction dinosaur texts
<b>ENRICHMENT OPPORTUNITIES / 'WOW MOMENTS'</b>	World Mental Health Day Black History Pledge Day Renoir Umbrellas Autumn nature walk linked to the story - Leaf Man Remembrance Day Nurse / Firefighter/police visit Harvest Time Birthday celebrations in the home corner Halloween	Christmas/Hannukah/Diwali Theatre trip if possible Bonfire Night Christmas Time / Nativity Diwali and Hannukah Remembrance day, Road Safety, Bedtime story evening, Children in Need Anti- Bullying Week, Possible visit to The Snowdome Pledge Day Children in Need	Chinese New Year Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Vincent Van Gogh - Starry Night Chinese New Year x1 Parents to come and share a bedtime story- cookies and milk Safer Internet Day Poetry Week, Signs of Spring	Reading Picnic with parents Planting seeds Easter time Living Eggs - Chicks lifecycle Mother's Day Science Week Easter Egg Hunt Possibly visit the zoo/animal visitor Mother's day Easter Vaisakhi Science week	Start of Ramadan Eid Under the Sea - singing songs and sea shanties Visit from author	Walk around Sinfon and to the park with linked map work EID - 7 <sup>th</sup> June Transition Sports Day Fossil hunting Dinosaur theme day Father's Day Heathy Eating Week World Environment Day Ice cream van visit




	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	TERRIFIC TALE ADVENTURES	AMAZING VEHICLES	ANIMALS AROUND THE WORLD	UNDER THE SEA	DINOSAURS ON OUR DOORSTEP
<b>COMMUNICATION AND LANGUAGE</b> 	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p> <p><i>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in our setting.</i></p>					
CLL Nursery	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them through dojo talking activities Rhyming and alliteration shared stories, Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Whole EYFS Focus C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.  <b>DAILY STORYTIME</b>	<b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them through dojo talking activities Rhyming and alliteration Shared stories Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Whole EYFS Focus C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.  <b>DAILY STORYTIME</b>	<b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them through the use of news from home books. Rhyming and alliteration Shared stories, Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Whole EYFS Focus C&L is development throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions,  <b>DAILY STORYTIME</b>

<b>CLL Reception</b>	<b>Welcome to EYFS</b> Children will be: Taking part in settling in activities Making friends Talking about experiences that are familiar to them through sharing news via Dojo Rhyming and alliteration Shared stories Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	<b>Tell me a story</b> Children will be: Developing vocabulary Discovering Passions Retelling stories Using story language Taking part in word hunts Listening and responding to stories Following instructions Taking part in discussions Understanding how to listen carefully and why listening is important - introducing talking partners. Using new vocabulary through the day. Developing vocabulary through carefully chosen stories.	<b>Tell me why!</b> Children will be: Using language well. Encourage and model the use of how and why questions during Discovery Time. Discovering Passions Retelling a story with story language - provide puppets and props in CP. Encourage and model describing events in some detail during new time and in the puppet area. Listening to and talking about stories to build familiarity and understanding. Learning rhymes, poems and songs.	<b>Talk it through!</b> Children will be: Encourage and model the use of time connectives when children are telling their news from home or retelling stories. Understanding how to listen carefully and why listening is important - children to listen carefully and ask good questions during news time.  Sustaining focus when listening to a story	<b>What happened?</b> Children will be: Re-reading some favourite stories/ stories we have used in our learning to revisit and consolidate vocabulary and events - making our learning sticky!	<b>Time to share!</b> Children will be: Taking part in 'show and tell' Exploring books through shared reading that will extend their knowledge of the world and illustrate a current topic.  Selecting books containing photographs and pictures, for example, places with different weather types, dinosaurs and seaside destinations. Model using the features of non-fiction books.
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	TERRIFIC TALE ADVENTURES	AMAZING VEHICLES	ANIMALS AROUND THE WORLD	UNDER THE SEA	DINOSAURS ON OUR DOORSTEP
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b> <b>MANAGING SELF</b> 	<p>Being Me In My World Being Confident and Cooperative Children will: Help others to feel welcome. begin to recognise and manage their own feelings Understand why it is good to have kind and gentle hands begin to understand what the word responsible means.</p> <p>Tangle Wood Tales - trialling a scheme linked to making friends and problem solving</p>	<p>Celebrating Difference Being Aspirational Children will: Talk about what they are good at. understand that being different makes us all special Know ways that we are different and the same Say how to be a kind friend Say why my home is special to me Know ways to stand up for myself.</p>	<p>Dreams and Goals Being Resilient and Creative Children will: understand that if I persevere I can tackle challenges Talk about a time when they didn't give up Set a goal and work towards it Use kind words to encourage people Know what it means to feel proud of themselves.</p>	<p>Healthy Me Being Honest and Motivational Children will: Understand that they need to exercise to keep their body healthy Understand that moving and resting are good for their body Know which foods are healthy and not healthy Know how to help themselves go to sleep and why it is good for them Wash their hands thoroughly and know why it is important to stay healthy Know what a stranger is and how to keep safe if a stranger approaches them</p>	<p>Relationships Being Tolerant Children will: Identify some of the jobs they do in their family and how they feel like they belong Know how to make friends to stop themselves from feeling lonely Think of ways to solve problems and stay friends Begin to understand the impact of unkind words Use Calm Me time to manage their feelings Know how to be a good friend</p>	<p>Changing Me Being a Problem Solver Children will: Name parts of the body Say some things they can do and foods they can eat to be healthy Understand that we all grow from babies to adults Express how they feel about moving to Reception/Year 1 Talk about their worries and/or the things they are looking forward to about being in Year 1/Reception Share their memories of the best bits of this year in Reception/Nursery</p>
Possible texts	<p>Dogger Hands are not for hitting</p>	<p>The Same But Different Barry the Fish with Fingers The Family Book The Dog and the Dolphin</p>	<p>Love Monster Don't Worry Hugless Douglas</p>	<p>Never Talk To Strangers Not Everyone is Nice</p>	<p>Mable and Me George and Martha</p>	<p>I wonder why kangaroos have pouches? Huge Bag of Worries Look inside your body</p>
SELF - REGULATION	<ul style="list-style-type: none"> <li>Controlling own feelings and behaviours</li> <li>Applying personalised strategies to return to a state of calm</li> <li>Being able to curb impulsive behaviours</li> <li>Being able to concentrate on a task</li> <li>Being able to ignore distractions</li> <li>Behaving in ways that are pro-social</li> <li>Planning</li> <li>Thinking before acting</li> <li>Delaying gratification</li> <li>Persisting in the face of difficulty.</li> </ul>					



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	TERRIFIC TALE ADVENTURES	AMAZING VEHICLES	ANIMALS AROUND THE WORLD	UNDER THE SEA	DINOSAURS ON OUR DOORSTEP
 <p><i>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.</i></p>						
<b>FINE MOTOR NURSERY</b>  Daily opportunities for Fine Motor Activities  Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality).  Provide extra help and guidance when needed.	<b>Children will:</b> Make snips with paper Practise tearing paper Dig, scoop, pour sand/water (buckets, spades and jugs) Able to use a spoon to feed self/ cups to drink Paint with brushes - large movements - circular, up and down :- large paintbrushes/ large sheets of paper/ ground Use tweezers to pick up/ move large objects i.e. pasta Thread large objects onto pipe cleaners Using a variety of tools to manipulate play dough Using glue spreaders <b>Pencil control:</b> Mark making using tools such as chunky chalks, mark makers in sand etc, predominantly using fist grip.	<b>Children will:</b> Make snips with paper Practise opening and closing blades on play dough etc. Dig, scoop, pour sand/water (buckets, spades and jugs) Able to use a spoon to feed self/ cups to drink Paint with brushes - large movements - circular, up and down :- large paintbrushes/ smaller sheets of paper/ ground Use tweezers to pick up/ move large objects i.e. pompoms Thread large objects onto pipe cleaners Using a variety of tools to manipulate play dough Using glue spreaders <b>Pencil control:</b> Mark making using tools such as chunky chalks, mark makers in sand etc, predominantly using fist grip.	<b>Children will:</b> Make snips with paper :- Practise snipping, using foam sheets etc. moving onto lines drawn on sugar paper Dig, scoop, pour sand/water (buckets, spades and jugs and funnels) Be able to use a spoon to feed self/ cups to drink Paint with brushes / chalks - large movements - circular, up and down :- large paintbrushes/ chalks smaller sheets of paper/ ground Use tweezers to pick up/ move smaller objects i.e. small pompoms/ objects Thread large beads onto lace Using a variety of tools to manipulate play dough Using glue spreaders <b>Pencil control:</b> Using mark makers with developing tripod grip	<b>Children will:</b> Practise activities to promote crossing the mid-line of the body i.e. passing a ball from left to right Dig, scoop, pour sand/water (buckets, spades and jugs and funnels) Be able to use a spoon to feed self/ cups to drink Paint with brushes / chalks - large movements - circular, up and down :- large paintbrushes/ chalks smaller sheets of paper/ ground Use tweezers to pick up/ move smaller objects i.e. small pompoms/ objects Thread large beads onto lace Using a variety of tools to manipulate play dough Using glue spreaders <b>Pencil control:</b> Using mark makers with developing tripod grip and dominant hand to follow	<b>Children will:</b> Make snips with paper Promote activities to strengthen bilateral coordination i.e. lacing cards Dig, scoop, pour sand/ water (buckets, spades and jugs and funnels/ different sized scoops/ pipettes etc.) Use a spoon to feed self/ cups to drink Be able to use a spoon to feed self/ cups to drink Paint with brushes / chalks - large movements - circular, up and down :- smaller paintbrushes/ smaller sheets of paper/ ground Use tweezers to pick up/ move smaller objects i.e. small pompoms/ objects Pegs onto paper plates/ material Thread large beads onto lace/ lacing cards Build models with Duplo <b>Pencil control:</b> Using mark makers with developing tripod	<b>Children will:</b> Cut a straight line with some accuracy Dig, scoop, pour sand/ water (buckets, spades and jugs and funnels/ different sized scoops/ pipettes etc.) Use a spoon to feed self/ cups to drink Paint with brushes / chalks - large movements - circular, up and down : smaller paintbrushes/ smaller sheets of paper/ ground Use tweezers to pick up/ move smaller objects i.e. small pompoms/ objects Pegs onto paper plates/ material Thread large beads onto lace/ lacing cards Build models with Duplo <b>Pencil control:</b> Using mark makers with developing tripod

			and dominant hand to follow large pattern outlines such as wavy lines or straight lines.	large pattern outlines such as wavy lines or straight lines	grip and dominant hand to form some letter shapes	grip and dominant hand to form some letter shapes
<b>FINE MOTOR RECEPTION</b>	<b>Children will:</b> Thread, cut, weave use playdough Hold a pencil effectively with comfortable grip Form recognisable letters most correctly formed.	<b>Children will:</b> Thread, cut, weave use playdough Develop muscle tone to put pencil pressure on paper Using tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	<b>Children will:</b> Thread, cut, weave use playdough, Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Be encouraged to draw freely. Hold small items Button clothing Cut with scissors	<b>Children will:</b> Thread, cut, weave use playdough, Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.	<b>Children will:</b> Thread, cut, weave use playdough, Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, like a circle / Draw a cross	<b>Children will:</b> Thread, cut, weave use playdough, Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Lego
<b>GROSS MOTOR</b> <i>Daily opportunities for Gross Motor Development</i>	<b>Children will:</b> Play cooperation games including parachute games. Climb using the outdoor equipment Explore different ways of moving Develop good personal hygiene when handwashing and toileting.	<b>Children will:</b> Develop ball skills- throwing and catching. Explore crates play- balancing and climbing. Use hula hoops for skipping in outside area Use a range of wheeled resources for children to balance, sit or ride on, or pull and push. Use a Two-wheeled balance bike and pedal trikes.	<b>Children will:</b> Develop ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking  Provide a wide range of activities to support a broad range of abilities.  Explore a range of jumps, rolls, balance and travelling in gymnastics	<b>Children will:</b> Balance, moving with confidence Dance moving to music Have opportunities to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	<b>Children will:</b> Participate in obstacle activities, moving over, under, through, hanging, balancing Encourage children to be highly active and get out of breath several times everyday. Have opportunities to, spin, rock, tilt, fall, slide, hang and bounce Dance / moving to music	<b>Children will:</b> Develop hand and eye coordination when using a bat and a ball. Take part in races / team games involving gross motor movements linked to bat and ball activities/Sports day. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.
<b>PE</b>	<i>Fundamental skills - spatial awareness and ball control</i>	<i>Fundamental skills</i>	<i>Gymnastics - floor</i>	<i>Dance - animals</i>	<i>Ball skills throwing and catching</i>	<i>Ball skills - bat and ball</i>
<b>PHYSICAL DEVELOPMENT SKILLS OVERVIEW</b>	<div> <div> <b>NURSERY</b> <ul style="list-style-type: none"> <li>Use 2 hands to pick up heavy objects, and with support, seek assistance to move heavier objects</li> <li>Balance on one foot for a short time</li> <li>Be able to climb up/ walk across/ jump off climbing equipment with support</li> <li>Be able to throw and catch a large ball</li> <li>Run in a straight line</li> <li>Confidently ride the red and yellow bikes</li> <li>Sit on balance bikes and scoot self along</li> <li>Gallop (pre-skipping)</li> <li>Large up and down/ circular movements</li> </ul> </div> <div> <b>RECEPTION</b> <ul style="list-style-type: none"> <li>Physical literacy targets</li> <li>Walks upstairs and downstairs alternate feet</li> <li>Walks forwards and backwards with good posture</li> <li>Walks sideways left and right (side step)</li> <li>Jumps with feet together from a low step</li> <li>Stands on tiptoes 3-5 seconds</li> <li>Walks on tiptoes 10 secs, walks along a narrow line or beam</li> <li>Hops with control on each foot</li> <li>Pedals a tricycle</li> <li>Skips forward with coordination</li> </ul> </div> </div>					



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	TERRIFIC TALE ADVENTURES	TRAVELLING ADVENTURES	ANIMALS AROUND THE WORLD	UNDER THE SEA	DINOSAURS ON OUR DOORSTEP
<b>LITERACY</b> 	<p><i>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and <b>composition</b> (articulating ideas and structuring them in speech, before writing)</i></p>					
<b>NURSERY</b> <b>RETELLING AND RECALLING</b> <b>VOCABULARY ACQUISITION</b> <b>PREDICTION</b>	Children will: Join in with familiar rhymes and stories: - Singing Nursery Rhymes Hear and use new vocabulary from stories, rhymes, poems and non-fiction books: - Story times/topic learning	Children will: Join in with familiar rhymes and stories Sing Nursery Rhymes Hear and use new vocabulary from stories, rhymes, poems and non-fiction books/Story times/ topic learning Sequence stories/ events (not always in order) Identify characters/ settings/ events in stories: - Traditional Tales topic/ Story times	Children will: Join in with familiar rhymes and stories: - Singing Nursery Rhymes Hear and use new vocabulary from stories, rhymes, poems and non-fiction books: - Story times/topic learning Sequence stories/ events (not always in order) Identify characters/ settings/ events in stories, story times Know that print carries meaning and is read, in English, from left to right Begin to access and use the Reading Area.	Children will: Join in with familiar rhymes and stories: - Singing Nursery Rhymes Hear and use new vocabulary from stories, rhymes, poems and non-fiction books: - Story times/topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories, Know that print carries meaning and is read, in English, from left to right: Use the Reading Area.	Children will: Join in with familiar rhymes and stories: - Singing Nursery Rhymes Begins to predict what might happen in stories: - Story times, topic learning Hear and use new vocabulary from stories, rhymes, poems and non-fiction books, Story times/ topic learning Sequences stories/ events (not always in order) Identify characters/ settings/ events in stories, story times Know that print carries meaning and is read, in English, from left to right Confidently access and use the Reading Area.	Children will: Join in with familiar rhymes and stories Sing Nursery Rhymes Begins to predict what might happen in stories: - Story times, topic learning Hear and use new vocabulary from stories, rhymes, poems and non-fiction books, story times/ topic learning Sequence stories/ events (not always in order) Identify characters/ settings/ events in stories Know that print carries meaning and is read, in English, from left to right Confidently access and use the Reading Area.
<b>RECEPTION</b> <b>COMPREHENSION</b> <i>Developing a passion for reading</i>	Children will: Join in with rhymes and showing an interest in	Children will: Retell stories related to events through acting/role play.	Children will: Make up stories with themselves as the main character. Encourage children	Children will: Look at information leaflets about animals in the garden/plants/growing.	Children will: Reas stories from other cultures and traditions	Children will: Draw pictures of characters/ event / setting in a story




<p><i>Children will visit the library weekly/have 3 opportunities to change their reading books per week</i></p>	<p>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 Sequence familiar stories through the use of pictures. Recognise initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Read Christmas letters/lists. Retell stories using images and Pie Corbett actions to retell the story Read and make Story Maps. Retell stories using puppets. Edit story maps and orally retell new stories. Focus on Non-Fiction Retelling of stories. Sequence story - using vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day 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.</p>	<p>Retell a story with actions and /or picture prompts as part of a group - Use story language when acting out a narrative. Identify and use rhyming words in a list. Explain the main events of a story - Can draw pictures of characters/ event / setting in a story. Read and use labels, sentences or captions. Confidently access and use the Reading Area to retell familiar stories read to them previously.</p>	<p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions Begin 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. Confidently access and use the Reading Area to retell familiar stories read previously.</p>
<p><b>NURSERY SOUND DISCRIMINATION / LETTER KNOWLEDGE</b> <i>Phonics Lessons Child initiated learning</i></p>	<p><b>Pre- Phonics Environmental Sounds</b> Children will: Develop children's listening skills and awareness of sounds in the environment. Identify and describe the difference between sounds they hear. Use simple sentences and talk in greater detail about sounds</p>	<p><b>Pre- Phonics Instrumental Sounds</b> Children will: Become more familiar with the language and sequence of Nursery rhymes. Experience and develop awareness of sounds made with instruments and noise makers Listen to and appreciate the difference between sounds made with instruments Use a wide vocabulary to talk about the sounds instruments make</p>	<p><b>Pre- Phonics Body Percussion</b> Children will: Develop awareness of sounds and rhythms. Distinguish between sounds and remember patterns of sound. Distinguish musical instruments from voice sounds. Understand speech sounds as distinct from other environmental sounds and to recognise that sentences are made up of individual words.</p>	<p><b>Pre- Phonics Rhythm and Rhyme</b> Children will: Develop awareness of the syllable structure of words. Experience and appreciate rhythm and rhyme Develop awareness of rhythm and rhyme in speech. Increase awareness of words that rhyme and to develop knowledge about rhyme. Talk about words that rhyme and to produce rhyming words. Recognise an initial sound. To know that words can begin with the same sound.</p>	<p><b>Pre- Phonics Voice sounds/Alliteration</b> Children will: Distinguish between the differences in vocal sounds, Talk about the different sounds that we can make with our voices. Listen to sounds at the beginning of words and hear the differences between them. Explore how different sounds are articulated Extend understanding of alliteration and generate words that begin with the same sound as the stimulus word.</p>	<p><b>Pre- Phonics Oral Blending and Segmenting</b> Children will: Develop oral blending and segmenting of sounds in words. Listen to phonemes within words and to remember them in the order in which they occur. Talk about the different phonemes that make up words. Review and recap after assessing gaps.</p>

<p><b>.RECEPTION WORD READING</b></p> <p><i>Children will practice word reading during phonics lessons, in independent learning in the continuous provision, while reading their reading books and practicing their set HFW</i></p>	<p><b>Phonic Sounds:</b> s a t p i n m d g o c k c k e u r h b f l</p> <p><b>Tricky words:</b> is I the</p> <p><b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p><b>Phonic Sounds:</b> ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p><b>Tricky words:</b> put* pull* full* as and has his her go no to into she he of we me be</p> <p><b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p><b>Phonic Sounds:</b> ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p><b>Tricky words:</b> was you they my by all are sure pure</p> <p><b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p><b>Phonic Sounds:</b> Review</p> <p><b>Phase 3</b></p> <p><b>Tricky words:</b> review the words taught so far</p> <p><b>Reading:</b> Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p><b>Phonic learning: Phase 4</b></p> <p>Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC, CCCVCC</p> <p>• longer words and compound words</p> <p><b>Tricky words:</b> said so have like some come love do were here little says there when what one out today</p> <p><b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p><b>Phonic learning: Phase 3</b> long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC</p> <p>words ending in suffixes: ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words and compound words</p> <p><b>Tricky words:</b> Review all taught so far.</p> <p><b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments</p>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	TERRIFIC TALE ADVENTURES	TRAVELLING ADVENTURES	ANIMALS AROUND THE WORLD	UNDER THE SEA	DINOSAURS ON OUR DOORSTEP
NURSERY WRITING	<p><b>Children will:</b> Explore mark making using mark making tools in trays of sand etc. Use larger paintbrushes to paint with. Use chunky chalks on the ground outside. Manipulate play dough with variety of tools Draw some marks on paper, not always distinguishable</p>	<p><b>Children will:</b> Explore mark making using mark making tools in trays of sand etc. Use larger paintbrushes to paint with. Use chunky chalks on the ground outside. Use pens following large pattern templates Draw some marks on paper, not always distinguishable</p>	<p><b>Children will:</b> Explore mark making using mark making tools in trays of sand etc. Use larger paintbrushes to paint with. Use chunky chalks on the ground outside. Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make</p>	<p><b>Children will:</b> Use larger paintbrushes to paint with, use pencils and crayons to mark make and colour. Use chunky chalks on the ground outside. Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make</p>	<p><b>Children will:</b> Use smaller paintbrushes to paint with, use pencils and crayons to mark make and colour with developing tripod grip. Can draw some recognisable pictures and give meaning to the marks they make</p>	<p><b>Children will:</b> Use pens/ pencils/ paintbrushes with developing tripod grip. Form some letter shapes/ can copy or write their own name/ writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters.)</p>
RECEPTION WRITING Texts may change due to the children's interests	<p>Texts as a Stimulus: <b>Ruby's worries</b> <b>Hair</b> <b>Big Feelings</b> <b>Incredible You</b> <b>Leaf Man</b> Children will be experimenting with mark making and writing patterns in a range of mediums. Children will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels Writing initial sounds and simple captions. Children will use initial sounds to label characters/images. Children will begin to write letters from their names.</p>	<p>Texts as a Stimulus: <b>Goldilocks and the Three Bears</b> <b>Little Red Hen linked to Harvest Festival</b> <b>The Gingerbread man</b> <b>Father Christmas needs a wee!</b> <b>The Christmas Story</b> <b>Rama and Sita</b> Children will be: Labelling using initial sounds Orally telling stories sometimes with adults acting as scribes Writing CVC words to label characters from the Little Red Hen and The enormous turnip. Writing simple captions about pictures from traditional tales e.g. it is a hen. Help children identify the sound that is tricky to spell. Sequence stories such as Goldilocks and the Three Bears tea/Christmas story.</p>	<p>Texts as a Stimulus: <b>The Way Back Home</b> <b>The Naughty Bus</b> <b>Mr. Gumpy's Outing</b> <b>The Train Ride</b> <b>Bob</b> <b>The Man on the Moon</b> <b>Whatever Next! How to Catch a Star</b> <b>The Way Back Home.</b> Children will be: Writing lists e.g. what would we pack to take to space? Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p>	<p>Texts as a Stimulus: <b>The Bad Tempered Ladybird</b> <b>Aghh Spider!</b> <i>Non Fiction Animals around the world</i> <i>Jungle animals</i> <i>Walking through the jungle</i> <b>Frog lifecycles</b> <b>habitats</b> Children will be: Drawing and labelling their own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions - life cycles Character descriptions. Write 2 sentences Guided writing based around developing short sentences about animal facts/looking after animals and habitats.</p>	<p>Texts as a Stimulus: <b>The Tickly Octopus</b> <b>What the Ladybird Heard at the Seaside</b> <b>The Storm Whale</b> <b>The Snail and the Whale</b> <b>Sharing a Shell</b> Children will be: 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. Use rhyming words. Writing more than 2 sentences Recounting our school trip</p>	<p>Texts as a Stimulus: <b>Dinosaur non-fiction books</b> <b>Tyrannosaurus Drip</b> <b>Dinosaurs vs Humans</b> <b>Dinosaur poetry</b> <b>Dinosaur history</b> <b>Who will you meet on dinosaur street?</b> Children will be: Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Children will be beginning to extend their ideas using the conjunction 'and'. Innovation of familiar texts Using familiar texts as a model for writing own stories/poems. Character description - Tyrannosaurus drip</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	TERRIFIC TALE ADVENTURES	TRAVELLING ADVENTURES	ANIMALS AROUND THE WORLD	UNDER THE SEA	DINOSAURS ON OUR DOORSTEP
<b>MATHEMATICS</b> 	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning skills</b> across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<b>NURSERY</b>	<p><b>Early Mathematical Experiences / Number Rhymes</b></p> <ul style="list-style-type: none"> <li>Explores simple composition of number through number rhymes.</li> <li>Having numbers around the Nursery environment i.e. displays.</li> <li>Knows and sings a selection of number rhymes.</li> </ul> <p><b>Numbers to 5</b></p> <ul style="list-style-type: none"> <li>Practise counting aloud to 5.</li> <li>Show 'finger numbers' to three.</li> </ul>	<p><b>Numbers to 5</b></p> <ul style="list-style-type: none"> <li>Subitise small amounts up to 3 objects.</li> <li>Link numeral and quantity to 3.</li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>Explore 2D and 3D shapes to create patterns using construction resources.</li> <li>Selects shapes appropriately i.e. triangular prism for roof</li> </ul> <p><b>Number Patterns</b></p> <ul style="list-style-type: none"> <li>Days of the week, seasons</li> <li>Sequence daily events</li> </ul>	<p><b>Numbers to 5</b></p> <ul style="list-style-type: none"> <li>Count reliably to 5, and beginning to count beyond 5.</li> <li>Say one number name for each item in order- 1, 2, 3, 4, 5.</li> </ul> <p><b>Compare Quantities</b></p> <ul style="list-style-type: none"> <li>Sort objects by a variety of criteria</li> </ul> <p>Describes similarities and differences</p>	<p><b>Numbers to 5.</b></p> <ul style="list-style-type: none"> <li>Know the last number reached when counting a set of objects tells you how many there are ('cardinal principle')</li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes, using mathematical language i.e. sides/ corners.</li> </ul> <p>Understand and use positional language.</p>	<p><b>Numbers to 5</b></p> <ul style="list-style-type: none"> <li>Solve real world mathematical problems up to 3.</li> <li>Experiments with own symbols and marks as well as numerals.</li> <li>Verbally rote count to 10</li> </ul> <p><b>Number Patterns</b></p> <ul style="list-style-type: none"> <li>Extend and create simple 'ABAB' patterns.</li> <li>Spotting and exploring errors in repeating patterns.</li> </ul> <p><b>Shape and Space</b></p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p><b>Numbers to 5 and beyond</b></p> <ul style="list-style-type: none"> <li>Solve real world mathematical problems up to 5.</li> <li>Experiments with own symbol and marks as well as numerals.</li> <li>Verbally rote count to 10.</li> </ul> <p><b>Compare Quantities</b></p> <ul style="list-style-type: none"> <li>Compares quantities by using the terms 'more than', 'less than' and 'the same'.</li> </ul> <p><b>Number Patterns</b></p> <p>Begin to describe a sequence of events (real or fictional) using words such as first, then etc...</p>

RECEPTION	<p><b>Early Mathematical Experiences</b></p> <ul style="list-style-type: none"> <li>Counting rhymes and songs</li> <li>Classifying objects based on one attribute</li> <li>Matching equal and unequal sets</li> <li>Comparing objects and sets. <ul style="list-style-type: none"> <li>Subitising.</li> </ul> </li> <li>Ordering objects and sets / introduce manipulatives. <ul style="list-style-type: none"> <li>Number recognition.</li> <li>2D Shapes.</li> </ul> </li> </ul> <p><b>Pattern and early number</b></p> <ul style="list-style-type: none"> <li>Recognise, describe, copy and extend colour and size patterns</li> <li>Count and represent the numbers 1 to 3</li> <li>Estimate and check by counting.</li> <li>Recognise numbers in the environment. <ul style="list-style-type: none"> <li>A number a week.</li> </ul> </li> </ul>	<p><b>Numbers within 6</b></p> <ul style="list-style-type: none"> <li>Count up to six objects.</li> <li>One more or one fewer</li> <li>Order numbers 1 - 6</li> <li>Conservation of numbers within six</li> </ul> <p><b>Addition and subtraction within 6</b></p> <ul style="list-style-type: none"> <li>Explore zero</li> <li>Explore addition and subtraction</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Estimate, order compare, discuss and explore capacity, weight and lengths</li> </ul> <p><b>Shape and sorting</b></p> <ul style="list-style-type: none"> <li>Describe, and sort 2-D &amp; 3-D shapes</li> <li>Describe position accurately</li> </ul> <p><b>Calendar and time</b></p> <ul style="list-style-type: none"> <li>Days of the week, seasons</li> <li>Sequence daily events</li> </ul>	<p><b>Numbers within 10</b></p> <ul style="list-style-type: none"> <li>Count up to ten objects</li> <li>Represent, order and explore numbers to ten</li> <li>One more or fewer, one greater or less</li> </ul> <p><b>Addition and subtraction within 10</b></p> <ul style="list-style-type: none"> <li>Explore addition as counting on and subtraction as taking away</li> </ul> <p><b>Numbers within 15</b></p> <ul style="list-style-type: none"> <li>Count up to 15 objects and recognise representations</li> <li>Order and explore numbers to 15 <ul style="list-style-type: none"> <li>One more or fewer</li> </ul> </li> </ul>	<p><b>Grouping and sharing</b></p> <ul style="list-style-type: none"> <li>Counting and sharing in equal groups</li> <li>Grouping into fives and tens</li> <li>Relationship between grouping and sharing</li> </ul> <p><b>Numbers within 20</b></p> <ul style="list-style-type: none"> <li>Count up to 10 objects</li> <li>Represent, order and explore numbers to 15 <ul style="list-style-type: none"> <li>One more or fewer</li> </ul> </li> </ul> <p><b>Doubling and halving</b></p> <ul style="list-style-type: none"> <li>Doubling and halving &amp; the relationship between them</li> </ul>	<p><b>Shape and pattern</b></p> <ul style="list-style-type: none"> <li>Describe and sort 2D and 3D shapes</li> <li>Recognise, complete and create patterns</li> </ul> <p><b>Addition and subtraction within 20</b></p> <ul style="list-style-type: none"> <li>Commutativity (e.g. <math>3+2</math> is the same as <math>2+3</math>)</li> <li>Explore addition and subtraction <ul style="list-style-type: none"> <li>Compare two amounts</li> </ul> </li> <li>Relationship between doubling and halving</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Coin recognition and values</li> <li>Combinations to total 20p <ul style="list-style-type: none"> <li>Change from 10p</li> </ul> </li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Describe capacities <ul style="list-style-type: none"> <li>Compare volumes</li> <li>Compare weights</li> </ul> </li> <li>Estimate, compare and order lengths</li> </ul>	<p><b>Depth of numbers within 20</b></p> <ul style="list-style-type: none"> <li>Explore numbers and strategies</li> <li>Recognise and extend patterns <ul style="list-style-type: none"> <li>Apply number, shape and measures knowledge</li> </ul> </li> <li>Count forwards and backwards</li> </ul> <p><b>Numbers beyond 20</b></p> <ul style="list-style-type: none"> <li>One more one less</li> <li>Estimate and count</li> <li>Grouping and sharing</li> </ul>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	TERRIFIC TALE ADVENTURES	TRAVELLING ADVENTURES	ANIMALS AROUND THE WORLD	UNDER THE SEA	ON OUR DOORSTEP
<b>UNDERSTANDING THE WORLD</b>  Science History Geography RE / Festivals	<p><i>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i></p>					
Past and Present	<b>History: Past and Present</b> Children will know about their own life story and how they have changed Children will talk about the lives of people around them. Children will be able to say who they are and who they live with (PSHE) Children will talk about any pets they may have (PSHE) Children will talk about some members of their family (PSHE) Children will comment on experiences in their own life (PSHE)	<b>History: Past and Present</b> Children will identify how Christmas was celebrated in the past by looking at pictures of their family. Children will talk about what they have done with their families during Christmas' in the past.	<b>History: Past and Present</b> Children will know some similarities and differences between things in the past and now. Children will know about NASA and America. Children will know a significant figure who has been to space and begin to understand that these events happened before they were born. Children will listen to stories and place events in chronological order. <b>Significant figures: Neil Armstrong Mae Jemison</b>	<b>History: Past and Present</b> Children will know that rainforests and the animals living in them have changed over time. <b>Significant Figure: David Attenborough, Chris Packham</b>	<b>History: Past and Present</b> Children will know about the past through settings and characters. Children will know that the world is changing due human impact. <b>Significant Figure: Greta Thunberg</b>	<b>History: Past and Present</b> Children will understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Children will learn what a palaeontologist is and how they explore old artefacts. <b>Significant Figures: Mary Anning</b>
People, Culture and Communities	<b>Geography: People, Culture and Communities</b> Children will know about	<b>Geography: People, Culture and Communities</b> Children will know that there	<b>Geography: People, Culture and Communities</b>	<b>Geography: People, Culture and Communities</b> Children will recognise	<b>Geography: People, Culture and Communities</b> Children will know that people in	<b>Geography: People, Culture and Communities</b> Children will know about

	<p>features of the immediate environment</p> <p><b>Aspirations – what would you like to be when you grow up?</b></p>	<p>are many countries around the world.</p> <p>Children will use world maps to show children wheresome stories are based linked to Christmas, Diwali and Eid.</p> <p><b>Significant job: baker, farmer</b></p>	<p>Children will know how they go to school and what mode of transport they use.</p> <p>Children will be able to identify differences transport in this country and one other country. Children will be able to make simple comparisons.</p> <p>Children will know about people who help us within the community and what different transport they use.</p> <p><b>Significant job: police officer, firefighter, astronaut, paramedic</b></p>	<p>similarities and differences between life in this country and life in other countries.</p> <p>Children will recognise some environments that are different to the ones they live in.</p> <p>Children will find out some about animals that live in the Amazon rainforest.</p> <p><b>Significant job: zoologist, environmental scientist,</b></p>	<p>other countries may speak different languages.</p> <p>Children will name land and water on a map.</p> <p>Children will name some creatures that live in the sea.</p> <p>Children will know ways to look after the animals that live in the sea.</p> <p>Children will know ways to look after our school environment (Discovery Garden).</p> <p>Children will understand the importance of tidying up their litter when they visit the countryside and the seaside to protect wildlife.</p> <p><b>Significant job: marine biologist, conservationist</b></p>	<p>features of their immediate environment in school grounds e.g hall, main entrance, other classes, adventure play, school garden, wildlife area, running track.</p> <p>Children will identify human features on their trip to school/trip to the local park e.g. school, park, church, canal, shop.</p> <p>Children will draw information from/on a simple map.</p> <p><b>Significant job: palaeontologist</b></p>
<i>The Natural World</i>	<p><b>Science: The Natural World</b></p> <p><b>My body, my senses</b></p> <p>Children will understand the terms 'same' and 'different' when describing themselves and comparing with others.</p> <p>Children will name and explore their 5 senses, explaining in simple terms what their 5 senses are.</p>	<p><b>Science: The Natural World</b></p> <p><b>Seasons Change</b></p> <p>Children will explore and ask questions about the natural world around them.</p> <p>Children will understand some important processes and changes in the natural world around them, including the seasons (Autumn and Winter) and changing states of matter (freezing, melting)</p> <p>Children will name animals that are nocturnal.</p> <p>They will identify some animals that come out at night.</p>	<p><b>Science: The Natural World</b></p> <p>Children will explore and talk about forces (push and pull to make vehicles work).</p> <p>Children will explore the forces of magnets to make magnetic cars move.</p>	<p><b>Science: The Natural World</b></p> <p><b>Plants and Animals</b></p> <p>Children will describe plants and animals living in our 'Discovery' garden.</p> <p>Children will habitats, diet and body parts (frogs and minibeasts) when looking at animals in the pond and the garden.</p> <p>Children will draw pictures of the natural world, including animals and plants after close observation.</p> <p>Children will know some ideas on how they can help animals in the jungle by ways they can save electricity and recycle.</p> <p>Children will compare animals from a jungle/rainforest to those in the garden.</p>	<p><b>Science: The Natural World</b></p> <p><b>Marine Animals</b></p> <p>Children will make observations about animals that live in the sea, discussing similarities and differences.</p> <p>Children will explore floating and sinking</p> <p>Children will talk about features of the environment they are in and learn about the different environments (seaside).</p>	<p><b>Science: The Natural World</b></p> <p><b>Changes in Materials</b></p> <p>Children will understand the terms 'same' and 'different'.</p> <p>Children will create fossils and describe the changes in the materials (clay/salt dough).</p> <p>Children will learn facts about dinosaurs – including body parts, diet and habitat.</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><b>RE: People, Culture and Communities</b></p> <p>Children will hear fictional stories about families and start to tell the difference between real and fiction.</p> <p>Children will talk about members of their immediate family and community.</p> <p>Children will know how we can help people in the community (Harvest Festival)</p> <p><u>Special Celebrations</u></p> <p>Harvest Festival</p>	<p><b>RE: People, Culture and Communities</b></p> <p>Children will know that Christians say God is like.</p> <p>Children will know why Christians perform nativity plays.</p> <p>Children will know that people around the world have different religions.</p> <p>Children will know some celebrations that take place in the community and around the world for people who celebrate</p> <p>Diwali.</p> <p><u>Special Celebrations</u></p> <p>Diwali</p> <p>Hanukah</p> <p>Christmas</p>	<p><b>RE: People, Culture and Communities</b></p> <p>Children will know some celebrations that take place at Lunar New Year for people in the community and around the world.</p> <p>Children will know what a church is and how it is special to Christians.</p> <p>Children will recognise that people have different beliefs and celebrate special times in different ways.</p> <p><u>Special Celebrations</u></p> <p>Chinese New Year</p> <p>Shrove Tuesday</p>	<p><b>RE: People, Culture and Communities</b></p> <p>Children will know why Christians put three crosses in an Easter garden.</p> <p>Children will know how Easter Sunday is different to Good Friday.</p> <p>Children will know why Christians are happy on Easter.</p> <p>Children will learn about Vaisakhi celebrations for people in the community and around the world.</p> <p><u>Special Celebrations</u></p> <p>Holi</p> <p>Palm Sunday</p> <p>Easter Vaisakhi</p> <p>Start of Ramadan</p>	<p><b>RE: People, Culture and Communities</b></p> <p>Children will learn about Eid celebrations for people in the community and around the world.</p> <p><u>Special Celebrations</u></p> <p>Eid</p>	<p><b>RE: People, Culture and Communities</b></p> <p>Children will know what Creation teaches Christians about God.</p> <p><u>Special Celebrations</u></p> <p>Eid</p>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	TERRIFIC TALE ADVENTURES	TRAVELLING ADVENTURES	ANIMALS AROUND THE WORLD	UNDER THE SEA	DINOSAURS ON OUR DOORSTEP
<b>EXPRESSIVE ART AND DESIGN</b>  <b>Music within EAD</b>	<i>Music: Being Imaginative and expressive</i> Children will: Sing and perform nursery rhymes and action songs. Sing call-and-response songs, echoing phrases adults sing. Count the beats in their name Explore sounds (body percussion and instruments) and how they can be changed, tapping out simple rhythms.	<i>Music: Being Imaginative and expressive</i> Children will: Experiment with different instruments and their sounds. Listen to and respond to different styles of music linked to Christmas and Diwali. Learn to sing along with nursery rhymes and action songs Share and perform the learning that has taken place through the Christmas Performance with parents Listen to music and make their own dances in response Complete simple programs from Purple Mash EYFS Curriculum.	<i>Music: Being Imaginative and expressive</i> Children will: Learn rhymes related to topic Create narratives based around stories. Listen to and respond to different styles of music linked to travelling and space Choose their own instruments to play along to a piece of music. Improvise leading to playing classroom instruments.	<i>Music: Being Imaginative and expressive</i> Children will: Move in time to the music. Listening and responding to different styles of music Continue to learn to sing along with nursery rhymes and action songs Improvise leading to playing classroom instruments Explore Spring music such as 'The Four Seasons' Move and dance with the ribbons Devise own animal dances moving freely and expressively.	<i>Music: Being Imaginative and expressive</i> Children will: Play an instrument following a musical pattern. Listening and responding to different styles of music Embed the foundations of the interrelated dimensions of music through use of voice and song. (Pitch, tempo, duration, rhythm, timbres) Continue to learn to sing with nursery rhymes and action songs Improvise leading to playing classroom instruments Share and perform the learning that has taken place with parents.	<i>Music: Being Imaginative and expressive</i> Children will: Invent their own narratives, stories and poems. Listen and appraise music linked to the topic of dinosaurs Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the songs they listen to with increased confidence and timing.
<b>EXPRESSIVE ART AND DESIGN</b>  <b>ART within EAD</b> <b>DT within EAD</b>	<i>Art &amp; Design: Creating with Materials</i> <b>Explore collage and colour mixing</b> Children will experiment mixing with colours with powder/poster paint. (primary and secondary colours) Children will explore different ways to make a self-portrait using pencil, paint, collage, loose parts, magazine cut outs	<i>Art &amp; Design: Creating with Materials</i> <b>Explore printing</b> Children will experiment with different textures in nature. Children will print and make rubbings of leaves, bark, during Autumn. <b>Artist link (Andy Warhol)</b> 	<i>Art &amp; Design: Creating with Materials</i> <b>Explore joining techniques</b> Children will safely explore different techniques for joining materials including glue, sellotape, masking tape, split pins and hole-punching. Children will design and make a rocket using recycled materials Children will make objects they may need in space, thinking about form and	<i>Art &amp; Design: Creating with Materials</i> <b>Explore collage and layering</b> Matisse ( adding layers of stencilling ) Focus: painting , stencilling, cutting skills Children will explore paper of different textures Children will explore how to cut and layer paper to create their own images of interest.	<i>Art &amp; Design: Creating with Materials</i> <b>Explore drawing and painting</b> Children will explore and use a variety of artistic effects to express their ideas and feelings. Children will explore how to make a colour wash to create a sea effect. Children will draw animals and sea creatures for images/photos/real life	<i>Art &amp; Design: Creating with Materials</i> <b>Explore 3D art</b> Children will mould clay/salt dough to create fossils Children will use recycled materials to make models of dinosaurs for example bottle top art/junk modelling on a largescale Children will share creations, talk about process and evaluate their work.

<p><b>Developing storylines in their own play</b></p>	<p><b>Artist link ( Hannah Hoch)</b></p>  <p>Free exploration of paint , glue and collage (getting to know the continuous provision) Provide opportunities to work together to develop and realise creative ideas.</p>	<p><i>Children will use story maps, props, puppets &amp; story bags to retell, invent and adapt stories.</i></p>	<p><i>function. Use split pins to make parts move.</i></p> <p><i>Children will create outer space pictures demonstrating their joining skills.</i></p>	 <p>Artwork themed around minibeasts</p> <p><b>Artist link (Matisse)</b></p> <p><i>Children will be provided a wide range of props for play which encourage imagination dressing up, instruments, puppets etc</i></p>	<p>Children will revisit colour mixing to create a resistant painting, masking tape (batik) underwater picture.</p> <p><i>Children will explore a range of dressing up in different costumes that represent a range of cultures.</i></p>	<p><i>Children will use a wide range of props for play which encourages imagination.</i></p>
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# EARLY LEARNING GOALS End of Year Expectations - Holistic / Best Fit Judgement

Communication Language and Literacy	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Knowledge and Understanding of the World	Expressive Art and Design
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during wholeclass discussions and small group interactions</p> <p>Make comments about what theyhave heard and ask questions toclarify their understanding</p> <p>Hold conversation when engaged inback-and-forth exchanges with theirteacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introducedvocabulary.</p> <p>Offer explanations for why things might happen, making use of recentlyintroduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings abouttheir experiences using full sentences,including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and beginto regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they wantand control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriatelyeven when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities andshow independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behaveaccordingly.</p> <p>Manage their own basic hygiene andpersonal needs, including dressing, going to the toilet and understandingthe importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and taketurns with others.</p> <p>Form positive attachments to adultsand friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves andothers.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running,jumping, dancing, hopping, skippingand climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparationfor fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, includingsscissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care whendrawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their ownwords and recently introduced vocabulary.</p> <p>Anticipate - where appropriate - keyevents in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction,rhymes and poems and during role- play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with theirphonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most ofwhich are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds witha letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of numberto 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 bondsup to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognisingthe 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 andodds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differencesbetween things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environmentusing knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differencesbetween 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 countryand life in other countries, drawing onknowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differencesbetween the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processesand changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety ofmaterials, 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 playingcharacters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narrativesand stories with peers and their teacher.</p> <p>Sing a range of well-known nurseryrhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>

