

EYFS Curriculum 2022/2023



Our School Ethos - What inspires us

As a church school our ethos is rooted in our Christian faith, and we seek to encourage an understanding of the meaning and significance of faith in the lives of our children. We believe that our children have unlimited potential, and we strive to play our part in the promises of God for their future.

'For I know the plans I have for you,' declares the Lord, 'plans to prosper you and not to harm you, plans to give you hope and a future'
Jeremiah 29:11

Aims and values – Intent

Aims

At St Peter's School we believe that a good Early Childhood Education is fundamental to the child's whole development.

A good, positive, enjoyable start to school life is essential to children's learning, so we consider the child as a whole. Social, emotional, spiritual, physical, moral, intellectual, and cultural development is interrelated.

A positive learning environment is essential to a child's development, this can be created by adults and children in the child's life.

Future learning depends on the foundations of an early childhood education.

We aim to ensure:

Children access to a broad, balanced and creative curriculum that gives them the full range of knowledge and skills needed for good progress through school and life.

Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind

Close partnership working between practitioners and parents and/or carers.

Every child is included and supported through equality of opportunity and anti-discriminatory practice.

We intent:

- to create a safe and caring environment for the children to learn in
- to provide opportunities for individual, group and whole class activities
- to provide a full and varied education for each child
- to develop the children's social, emotional, spiritual, physical, moral, intellectual and cultural experiences
- to provide a strong foundation for all future learning.

Pupils will be encouraged:

- to develop in all areas of learning
- to reach their potential in a positive learning environment
- to learn through first-hand experience
- to develop positive relationships with other children and adults.

Our Core Values

RESPECT

We believe that every one of us is made in the image of God and is therefore uniquely valuable and worthy of the highest respect. We are an inclusive, loving community that seeks to model empathy and understanding to everyone, learning to place our trust in one another.

“Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.... And the God of peace will be with you” Philippians 4:8-9

RESOLVE

We encourage our children to be enthusiastic about learning and positive about the future, developing their own emotional strength and resilience. We promote a ‘have-a-go’ culture where children develop confidence in whom they are and what they can achieve.

“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go” Joshua 1:9

ASPIRATION

We strive for and value intellectual, sporting, and creative achievement, supporting and celebrating one another’s endeavours. We strive to deliver excellence and innovation in our teaching. We seek to nurture and encourage everyone to further their own development and contribute to our school community. We promote and value aspiration and the courage to take risks.

“I can do all things through God who gives me strength” Philippians 4:13

WELL-BEING

The well-being of our children is our top priority, and we strive to create a safe, supportive environment for everyone. We seek to promote and safeguard the physical, emotional and spiritual well-being of all those in our care, ensuring that all our children develop a high self-esteem and know that they are valued.

“I lift up my eyes to the mountains – where does my help come from? My help comes from the Lord, the maker of heaven and earth. He will not let your foot slip” Psalm 121:1-3

How do we implement teaching in the EYFS at St Peter's C Of E Infant School?

St. Peter's is a one form entry school with 1 Reception class, that has the use of a large classroom and a dedicated newly refurbished outdoor area. The classroom has a variety of free choice provision and areas for the children to access. Reception- 'Busy Bees' class has a full-time class teacher, supported by a TA and a 1:1 TA for a SEN child.

Staff is organised to support the children in a balance of adult-led and child-initiated experiences throughout the day. The children have continuous access to outdoor learning and provision.

Learning opportunities are carefully planned, taking in account children's interests, but also responding to their spontaneity with unplanned activities.

In our classroom you may see children playing with their peers or by themselves, deciding on resources and choosing their learning. You may see a child playing or listening to an adult, who is having a relevant interaction with them or teaching the child a new skill.

Adults may scaffold children's play, and this involves taking it to higher levels of learning. The adult will enter the play as a co-creator and helps to provoke a framework for the children to go from "what they know" to "what else they could know!" Scaffolding enables a child to solve a problem, carry out a task or achieve a goal, that previously was beyond their reach. During play, where foundational social and emotional skills are developed, scaffolding is a bridge to new skill levels using three key elements: modelling the skill, giving clues and asking questions while the child is trying out a new skill. As the child approaches mastery, this support is slowly withdrawn.

The new EYFS Statutory Framework does not prescribe a particular teaching approach. The DFE (2021) states in the framework (page16) that "Play is essential for children's development, building their confidence as they learn to explore, relate to others, see their own goals, and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults."

In the EYFS at St. Peter's C of E Infant School, our team decides what we want the children to learn in our classroom and the most effective ways of teaching it. Each day we stimulate children's interests, respond to each child's emerging needs, and guide their development through warm, positive and meaningful interactions coupled with secure routines for play and learning. As children develop their skills throughout the reception year, we use more direct teaching so that children develop the skills and confidence required for the end their Reception year and moving to KS1.

Planning in the EYFS

Our planning focuses on the children's needs, their interests, and stages of development. We seek opportunities to make connections between the areas of learning and plan next steps accordingly.

We deliver the curriculum through carefully planned, purposeful play, as well as adult-direct learning in order to enable the children to build on what they already know.

In class the children may be taught as a whole class, in small groups or individually, to ensure that they are all progressing from their starting points.

Effective teaching and learning

We encourage the children to guide us in shaping their learning experiences. The team discuss with the children what they are interested in and which skills they would like to develop further.

We develop children's curiosity, encourage inquisitiveness, a willingness for learning and find different ways to answer the children's questions!

At St. Peter's C of E Infant School, we provide a challenging, exciting, and attractive learning environment that offers high-quality opportunities for the children to learn through play within the classroom and outside. Our reception classroom has a continuous provision that is designed to offer practical, open-ended learning opportunities where children can think creatively and imaginatively. The children are supported to explore how resources work, can be adapted, and use their skills in a variety of contexts. By teaching in this way, we inspire children to sustain thinking and share their thinking and ideas with others.

EYFS Long term planning- Implementing the curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Celebrations and stories!	Ticket to ride!	Awesome creatures!	Come Outside!	Fun at the seaside!
NB: These themes may be adapted at various points to allow for children's interests to flow through the provision. WELL-BEING & Behaviour for Learning	Starting school / my new class. My community: Superheroes People who help us / Careers Me: Staying healthy / Food / Human body How have I changed? My family / PSED focus Feelings: What am I good at? How do I make others feel? Being kind / staying safe.	Traditional Tales Old favourites Familiar tales Library visits TBC Gingerbread Man The Nativity Christmas Lists Letters to Father Christmas	Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who is Tim Peake?	Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Minibeasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats	Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials	Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seaside in the past-Jurassic coast. Compare: Now and then! Seaside art
Possible Texts and 'old favourites'	Pete the cat Only one you Can I build another me? The name jar. You choose The colour monster. Superhero like you The big book of families Little Red Hen – Harvest Funnybones Gruffalo Pumpkin soup We are going on a leaf hunt	The Jolly Postman Goldilocks Hansel & Gretel The Ugly Duckling Christmas Story / Nativity Mog's Christmas Father Christmas The snowman A letter for Father Christmas Stick man Jesus Christmas party Rama and Sita	The Snail and the Whale The Way back Home The Naughty Bus The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Beegu Emma Jane's Aeroplane Passport to Paris	The Emperors Egg Leaf The Very Hungry Caterpillar Arghh Spider! Tiger who came to tea Diary of a wombat Elephant and the Bad Baby Pig in the Pond	The tiny seed Planting a Rainbow Oliver's Vegetables, fruit salad and milkshake One Plastic Bag Jasper's Beanstalk Jim and the Beanstalk A stroll through the seasons	Lighthouse Keeper's Lunch Billy's bucket Under the Sea Non – Fiction P is for Passport The Journey Zoom World Atlases Tiddler Mister seahorse Dinosaur Bones Katie and the dinosaurs Harry and the dinosaurs

'Wow' moments / Enrichment Weeks

Autumn Trail
Remembrance Day
Nurse / Firefighter visit
Harvest Time
Birthdays
Favourite Songs
Roald Dahl Day
What do I want to be when I grow up? Video for parents.
Surrey Fire department visit
Make bread
52 Acts of Kindness workshop

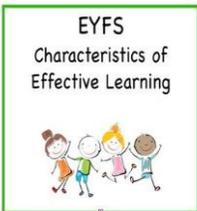
Guy Fawkes / Bonfire Night
Christmas Time / Nativity 7th
December
Diwali
Hanukah
Black History Month
Remembrance Day
Children in Need
Anti-Bullying Week 4th November
Book Week 28th November
Library Storyteller visit 29th November
Bake biscuits
Christmas service at St Peter's Church

Burglar Bill Performance
Chinese New Year workshop
LENT
Story Telling Week – Storyteller virtual visit.
Random Acts of Kindness Week
Internet Safety Week
E-Safety workshop and morning 7th February
Road Safety
Map work – City map
Vincent Van Gogh Study
Let's fly - Roleplay

Animal Art week
Let's go on Safari – Disney safari simulator
An animal a day!
Easter time
Mother's Day
Queen's Birthday
Science Week including Science week workshops
20th February
Fairtrade Fortnight 20th February
Easter Egg Hunt
Making soup and fruit salad
Easter cakes
Easter Service at St Peter's Church

Field exploration
Planting seeds
Weather experiments
Weather Forecast
Nature Scavenger Hunt
Vincent Van Gogh Study
Picnic on the field- Lunch
Post a letter to David Attenborough
Start of Ramadan.
Eid- Storyteller
D-Day

Picnic on the field- Lunch with family
Wellbeing week 12th June
Under the Sea – singing songs and sea shanties
Fossil hunting
Father's Day
Healthy Eating Week
World Environment Day
St Peter's Day
Make ice lollies.
Explore the Coral Reefs and Plastic in our Lives.
Beach role play.
Tandridge Village Fete



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 achievements. For children to develop into self-regulating, lifelong learners, they must 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 solve problems and reach conclusions.

The early years foundation stage



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, and 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 build upon their learning over time.
Learning and Development: Children develop and learn at different rates. We must be aware of children who need more significant support than others.

Play at St Peter's C of E Infant School: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible, and therefore, we are proud that our EYFS setting has an underlying ethos of **Learning through play**. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, relate to others around them, develop relationships, set their own goals, and solve problems. Children learn by leading their play and taking part in play guided by adults.'. EYFS Team

We can ensure that all children learn and develop well and are always kept healthy and safe.

STEAM

STEAM is an integrated learning approach that involves science, technology, engineering, the arts and maths. STEAM adds the why to the 'how' and 'what'. It allows our children to think deeper about problems, to take the skills and processes from the above areas and solve problems that aren't obvious. We have specific STEAM days and events planned into our curriculum throughout the year, as well as ensuring that subjects are mapped to interlink these areas.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Celebrations and stories!	Ticket to Ride!	Amazing Animals!	Come Outside!	Fun at the seaside!
Assessment opportunities	Assessments In-house - Baseline data on entry National Baseline data by the end of term Set up 2 build a profile.	Ongoing assessments Baseline analysis Pupil progress meetings with headteacher Parents evening. Half-term teacher assessments/ judgements.	Ongoing assessments Pupil progress meetings with headteacher Half-term teacher assessments/ judgements.	Ongoing assessments Pupil progress meetings Parents evening. Half-term teacher assessments/ judgements.	Ongoing assessments	Pupil progress meetings Parents evening EOY data Reports for parents
Parental Involvement	Staggered Start Harvest Assembly Phonics workshop Visits to the classroom on the last Friday of the month.	Nativity Parents Evening Visits to the classroom on the last Friday of the month.	Share a story. Visits to the classroom on the last Friday of the month.	Parents Evening Share a story Visits to the classroom on the last Friday of the month.	Share a story. Visits to the classroom on the last Friday of the month.	Proud Clouds Share a story. Parents Evening Community/School fete.

						Visits to the classroom on the last Friday of the month.
<p>Communication and Language</p> <p>Talk to parents about what language they speak at home, try and learn a few keywords and celebrate multilingualism in the classroom.</p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment are 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 various contexts will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>C&L is developed throughout the year through high-quality interactions, daily group discussions, circle time, RE lessons, PSHE times, stories, singing, Pie Corbett T4W actions, Nativity play, assemblies and ‘Nuffield early Language interventions’.</p> <p>Daily Storytime</p>	<p><u>Welcome to EYFS</u> Settling in activities Making friends Letters and Sounds phase 1 Children talking about experiences that are familiar to them What are your passions/goals/dreams? This is me! Familiar Print Sharing facts about me! Shared stories All about me! Model talk routines throughout the day. For example, arriving in school: “Good morning, how are you?”</p>	<p><u>Tell me a story!</u> Settling in activities Develop vocabulary. Tell me a story - retelling stories. Story language Word hunts Listening and responding to stories Following instructions Takes part in a discussion. Understand how to listen carefully and why listening is essential. Use new vocabulary throughout the day. Learn rhymes, poems and songs.</p>	<p><u>Tell me why!</u> Using language correctly. Ask’s how and why questions. Retell a story with story language. Story invention – talk it! Ask questions to find out more and to check that they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><u>Talk it through!</u> Describe events in detail – time connectives. Understand how to listen carefully and why listening is essential. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story.</p>	<p><u>What happened?</u> Settling in activities Re-read some books, so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.</p>	<p><u>Time to share!</u> Show and tell. Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<p>Personal, Social and</p>	<p>Children’s personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own</p>					

<p>Emotional Development</p>	<p>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 persevere 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 interactions 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>					
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<p>Managing Self</p> <p>Self - Regulation</p> <p>Link to Behaviour for Learning</p>	<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.</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</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. Talk them through why we take turns, wait politely, tidy up after ourselves and so on....</p>	<p>Looking after others Friendships Show resilience and perseverance in the face of challenges. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>WELL-BEING WEEK</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 the class, narrating what was kind and considerate about the behaviour.</p>
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Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

- Controlling own feelings and behaviours
- Applying personalised strategies to return to a state of calm.
- Being able to curb impulsive behaviours.
- Being able to concentrate on a task.
- Being able to ignore distractions.
- Behaving in pro-social ways
- Planning
- Thinking before acting
- Delaying gratification
- Persisting in the face of difficulty.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Celebrations and stories!	Ticket to Ride!	Amazing Animals!	Come Outside!	Fun at the seaside!
Physical development	Physical activity is vital in children's development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood. 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, coordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision help with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paintbrush beyond whole hand grasp. Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Drawing and sewing. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for a dominant hand.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly. Handle tools, objects, construction, and malleable materials with increasing control. Holding Small Items / do buttons/ get dressed and undressed. Cutting with scissors.	Threading, cutting, weaving, playdough, Fine Motor activities. Hold a pencil effectively with comfortable grip. Forms recognizable letters most correctly formed. Build things with smaller linking blocks, such as Duplo or Lego.	Threading, cutting, weaving, playdough, Fine Motor activities. 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. Build things with smaller linking	Threading, cutting, weaving, playdough, Fine Motor activities. 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 recognisable pictures/ Build things with smaller linking blocks, such as Lego.

					blocks, such as Lego.	
Gross motor	<p>Cooperation games i.e. parachute games.</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children.</p> <p>Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Travelling and moving in different ways using their whole body.</p> <p>Ball skills- catching and throwing.</p> <p>Skipping ropes in the outside area and dance-related activities</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking.</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills, and needs. Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance / moving to music.</p> <p>Balance</p>	<p>Balance- children moving with confidence.</p> <p>Dance related activities</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide, and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities-children moving over, under, through and around equipment.</p> <p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide, and bounce.</p> <p>Dance / moving to music</p>	<p>Races / team games involving gross motor movements.</p> <p>Dance related activities. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Balance</p> <p>Yoga lessons once a week</p>
<p>From Development Matters 2021':</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>						

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.
Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Celebrations and stories!	Ticket to Ride!	Amazing Animals!	Come Outside!	Fun at the seaside!
<p>Literacy</p> <p>Comprehension - Developing a passion for reading Children will visit the school library weekly.</p>	<p>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 using pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Diwali, Bonfire night, Remembrance Day and Christmas letters/lists. Retelling stories using images / apps. Pie Corbett 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–</p>	<p>Making up stories with themselves as the main character Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to phonics scheme- LS/JP. Make the books available for children to share at school and at home.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Stories from other cultures and traditions Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p>	<p>Information leaflets about animals in the garden/plants and growing. Timeline of how plants grow. 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.</p>	<p>Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions, and reactions. Make predictions. Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author, and title. Sort books into categories.</p>

		sound correspondences. Enjoys an increasing range of books	Avoid asking children to read books at home they cannot yet read.			
<p>Word Reading</p> <p>Children will be taught as a whole class using Unlocking Letters and Sounds programme. Focus on teaching and consolidation of phase 2 sounds and phase 3 sounds. Moving forwards, they will be taught phase 4. Group differentiation if needed after phase 2- small group lessons. Focus on tricky words and HFW words. Introduction of phase 2 level books and 3 for more confident readers.</p>	<p>Phase 1- Letters and sounds- First weeks of term.</p> <p>Phase 2 Unlocking Letters and Sounds-</p>	<p>Phase 3 Unlocking Letters and Sounds</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily. This will make sound-blending easier.</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p>	<p>Phase 3 and phase 3 mastery Unlocking Letters and Sounds</p> <p>Role play area – Space station, airport and travel agents</p> <p>Reading: 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>Phase 3 mastery Unlocking Letters and Sounds.</p> <p>Reading: Rhyming strings, a common theme in traditional tales, identifying characters and settings.</p> <p>Help children become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’, or ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p>	<p>Phase 4 Unlocking Letters and Sounds.</p> <p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Reading CVCC and CCVC, CCCVCC words.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.</p> <p>Children should not be required to use other strategies to work out words.</p> <p>Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing</p>	<p>Phase 4 mastery Unlocking Letters and Sounds</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>

					capital letters and lower-case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said, 'were'.	
<p>Writing</p> <p>TFW used as stimulus across the year.</p> <p>Texts may change due to the children's interests</p>	<p>Texts as a Stimulus: -Nursery Rhymes</p> <p>Label characters</p> <p>- Little red hen.</p> <p>Sequence the story. Speech bubbles Dominant hand, tripod grip, mark-making, giving meaning to marks and labelling.</p> <p>-Going on a Bear hunt So many other incidental writing forms arise from role play, e.g. signs for the bear's cave, lists of items to take etc</p>	<p>Texts as a Stimulus: Goldilocks and the three bears role play crime scene. Create a wanted poster to catch Goldilocks.</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in the writing area. Help children identify the sound that is tricky to spell. Sequence the story. Write a sentence.</p> <p>-The Gingerbread Man Simple traditional tale with plenty of repetition Shopping list, write a recipe, simple instructions for making Gingerbread.</p>	<p>Texts as a Stimulus: Oi get of our train Report about which animals were getting in the train, and what happens next. Make marks and write the sound they can hear.</p> <p>-Naughty bus- Write about favourite part using key words from the story.</p> <p>Describe each animal.</p> <p>Man on the moon: What would you take for a journey to the moon?</p> <p>CVC words / simple sentence writing using high frequency words</p> <p>Writing some tricky words such as I, me, my, like, to, the.</p>	<p>Texts as a Stimulus: -The emperor's egg /write sounds they can hear and sentence writing.</p> <p>-Leaf - retell parts of the story / repeated refrains/speech bubbles and story sequencing.</p> <p>Healthy Food – My Menu</p> <p>Creating own story maps, writing captions and labels, writing simple sentences and writing short sentences to accompany story maps. Order the Easter story.</p> <p>Labels and captions – life cycles Character descriptions.</p> <p>Write 2 sentences</p>	<p>Texts as a Stimulus: -Hungry Caterpillar - (Cumulative) Describe foods/adjectives</p> <p>CVC words / simple sentence writing using high frequency words</p> <p>Minibeasts – Animal Fact File – Compare two animals</p> <p>Cress Diary</p> <p>Write new version. Writing recipes, lists. Writing for a purpose in role-playing using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems</p>	<p>Texts as a Stimulus: -Big Blue Whale (Information Text) Write facts about whales.</p> <p>-The Beach postcards from Crabby Spit Write a postcard.</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Recount – A trip to.....</p> <p>Innovation of familiar texts Using familiar texts as a model for writing own stories.</p> <p>Character/animal description – Billy's bucket Write three sentences – Differentiate if needed.</p>

		<p>Labelling using initial sounds, story scribing.</p> <p>Retelling stories in the writing area.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story.</p> <p>Write a sentence.</p>	<p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based on developing short sentences in a meaningful context.</p>			<p>Writing about school trip/ diary entry.</p> <p>Seaside poems</p> <p>Write own poem.</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Celebrations and stories!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
<p>Maths</p> <p>Mastery programme following Power maths- White Rose</p>	<p>Early Mathematical Experiences</p> <p>Counting rhymes and songs</p> <p>Classifying objects based on one attribute.</p> <ul style="list-style-type: none"> •Matching equal and unequal sets •Comparing objects and sets. Subitising. •Ordering objects and sets / introduce manipulatives. Number recognition. <p>Calendar and time</p> <p>Days of the week, seasons</p> <ul style="list-style-type: none"> •Sequence daily events <p>Pattern and early number</p> <p>Recognise, describe, copy and extend colour and size patterns</p>	<p>Shape and sorting</p> <p>Describe and sort 2-D & 3-D shapes</p> <p>Change within 5</p> <p>Children will learn about one more/one less within 5.</p> <p>They will use role play and first, then, now story structures to explore adding/taking one.</p> <p>Children will learn to recognise that the next number they count is one more than the previous number.</p> <p>Number bonds within 5</p>	<p>Counting to 9 and 10</p> <p>Children will learn to count to 10.</p> <p>They will be introduced to the numbers 9 and 10 and use the ten frame to scaffold their counting to 10.</p> <p>Comparing numbers within 10</p> <p>Children will compare numbers up to 10.</p> <p>They will focus on comparing groups of objects where the objects differ in size.</p> <p>Addition to 10</p>	<p>Number bonds to 10</p> <p>Children will explore number bonds to 10 using a variety of representations.</p> <p>Children will progress from seeing concrete representations to pictorial representations (counters), finally using counters on a ten frame to show all number bonds to 10. They will answer 'how many altogether' and 'how many more' questions.</p>	<p>Counting on and counting back</p> <p>Taking away by counting back</p> <p>Children will learn how to count back from a given number in order to subtract.</p> <p>Children will use the first, then, now structure to identify what number they are counting back from, and how many they are counting back.</p> <p>Numbers to 20</p> <p>Teen numbers</p> <p>Children will learn to count to 20. They will</p>	<p>Measure Volume and capacity</p> <p>Children will use simple everyday language to compare volume and capacity using the terms full, empty, nearly full, and nearly empty in the context of liquids (water) and solids (sand).</p> <p>Sorting</p> <p>Sorting into 2 groups</p> <p>Children will focus on similarities and differences in sets of objects found in the classroom.</p>

	<ul style="list-style-type: none"> •Count and represent the numbers 1 to 5 •Estimate and check by counting. <p>Recognise numbers in the environment.</p>	<p>Children will be introduced to the vocabulary of whole and part, and practise the concept of breaking a whole into parts using a part-whole model.</p> <p>Spatial awareness Children will develop their vocabulary to describe the position of objects. They will look at items from different viewpoints and draw representations of the items they see.</p> <p>Numbers to 10- Counting to 6, 7 and 8 Children learn to count up to 8 objects and show them using concrete representations, including the ten frames. Children are introduced to counters as a representation of an amount for the first time.</p>	<p>Combining 2 groups to find the whole Children will develop confidence in using the part-whole model, being able to identify the whole and the parts in different orientations and understanding that the combined parts make the whole. The key vocabulary altogether is introduced as a term to describe the combined parts.</p> <p>Measure Length, height, and distance Children will be introduced to length, height and distance. They use the words longer, shorter and taller to compare length. Children will focus on lining up objects to compare them and begin</p>	<p>The part-whole model to 10 Children will explore all the different ways to make 10 on a part-whole model, and gain confidence with the concept and vocabulary of parts and wholes: that the whole can be made up of two or more parts, and that the parts are combined to make the whole.</p> <p>Subtraction Children will continue exploring subtraction, now looking specifically at the number bonds to 10. These are shown using counters and the part-whole model, which have both been used before. Children begin to work with subtraction number bonds, following the 'missing part' structure.</p> <p>Exploring patterns</p>	<p>be introduced to the teen numbers- made of 10 plus another single number.</p> <p>Numerical patterns Doubling Children will explore what is meant by doubling and will learn to recognise and represent doubles to double 5 in a range of contexts.</p> <p>Halving and sharing Children will focus on halving quantities by sharing into two equal groups. They will make links to the fact that halving is the opposite, or inverse, of doubling.</p> <p>Odds and evens Children will continue their work on numerical patterns to explore odd and even numbers in familiar contexts.</p>	<p>Children will sort objects into two groups based on size, colour, and shape. They will discover that groups can be sorted in different ways and into more than two groups.</p> <p>Time My day Children will be introduced to the concept of times of the day and the order of events in a day. They will begin to order familiar events using clues from pictures and will be introduced to the idea that the clock tells the time of the day, without having to read the clock.</p> <p>The clocks Children will revisit the days of the week, reciting the names and ordering them and will use language related to time such as 'yesterday', 'today' and 'tomorrow'.</p>
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to explore non-standard units of measurement.

Weight

Children will be introduced to the concept of weight. They may already have some previous understanding of the meaning of heavy and light objects. They will begin to compare two items and learn how balance scales show which item is lighter or heavier.

Making simple patterns

Children will focus on recognising, continuing and building simple patterns. Children will have the opportunity to learn about AB patterns specifically. They will be encouraged to discover that patterns can be created using various shapes, colours, sizes, actions, and sounds.

Exploring more complex patterns

Children will focus on recognising, continuing and building more complex patterns. Children will have the opportunity to learn about ABB and AAB patterns specifically.

Counting on and counting back

Adding by counting on

Children will learn how to count on from a given number in order to add.

They will use their understanding of equal groups to identify odd and even numbers.

Shape

Children will explore how shapes can be composed and decomposed and be able to recognise that a shape can have other shapes within it, just as a number can. Children will explore the attributes of shapes through many hands-on activities while discovering, describing, proving, and predicting. They will experience building a combination of figures as a single new figure.

They will begin to recognise o'clock times on analogue and digital clocks and match these to key events in their daily routine and in stories.

Money

Children begin to recognise that different coins have different values (they will buy more or less, are worth more or less). They then begin to match real coins to amounts of money, e.g. 10p is ten 1p coins, 20p is twenty 1p coins. They then start to use money in small amounts to buy things, starting to realise that they can pay a given amount using different combinations of coins.

Mental addition and subtraction

Children partition five, six and ten objects into two groups in order to find all the pairs of numbers with totals of 5, 6 and 10. The matching additions

Children will use the first, then, now structure to identify what number they are counting on from, and how many they are counting on.

are recorded and read. Children count on 1, 2, 3 or 4 from any number to give totals up to 20, and begin to count back 1, 2 or 3 from numbers up to 20.

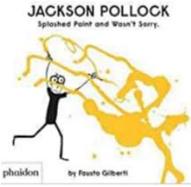
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. 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, the curriculum must include rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics, including shape, space, and measures. Children must 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Celebrations and stories!	Ticket to Ride!	Awesome Animals!	Come Outside!	Fun at the seaside!
Understanding the world	<p>Identifying their family.</p> <p>Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Can draw similarities and make comparisons between other families.</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p> <p>Celebrations from Around the World and UK.</p> <p>Remembrance Day</p>	<p>Use Handa's Surprise to explore a different country.</p> <p>Discuss how they got to school and what mode of transport they used.</p> <p>Introduce the children to a range of transport and where they can be found.</p> <p>Look at the difference between transports in this</p>	<p>SCIENCE WEEK</p> <p>Listening to stories and placing events in chronological order.</p> <p>Arctic animals- survival in a hostile climate/ camouflage/habits/ polar explorars.</p> <p>Climate change and preservation of Glaciers/ habitats what can we do?</p>	<p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Can children make comments on the</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive an exceptionally long time ago.</p> <p>Our Jurassic Coast. Learn about what a palaeontologist is and how they explore old artefacts.</p> <p>Introduce Mary Anning as the first female to find a fossil.</p>

	<p>Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Autumn and the changes that occur within the season.</p>	<p>Use world maps to show children where some stories are based.</p> <p>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p>Share different cultures versions of famous fairy tales.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Stranger danger (based Little Red Riding Hood).</p> <p>Talking about occupations and how to identify strangers that can help them when they are in need.</p>	<p>country and one other country. Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like.</p> <p>Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Environments – Features of local environment Maps of local area Comparing places</p>	<p>What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm.</p> <p>Explore a range of jungle animals. Learn their names and label their body parts.</p> <p>Nocturnal Animals Making sense of different environments and habitats.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world,</p>	<p>weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons,</p> <p>Explore the world around us and see how it changes as we enter Summer.</p> <p>Provide opportunities for children to note and record the weather.</p> <p>Building a 'Bug Hotel'</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seaside in the past and now. – Magic Grandad Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>
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			<p>on Google Earth – how are they similar/different?</p> <p>Introduce the children to NASA and America. Introduce children to European Space Agency and Tim Peake. Introduce children to significant figures who have been to space and begin to understand that some of those events happened before they were born.</p> <p>Can children differentiate between land and water.</p> <p>Take children to places of worship and places of local importance to the community.</p> <p>E-SAFETY WEEK</p>	including animals and plants.	<p>Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>Use the Bee-Bots</p>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Who made the Wonderful World?	Why do Christians	Who cares for this special world and why?	What is so special about Easter?	Salvation- How did Jesus 'rescue' people?	Incarnation- Why do Christians

		believe Jesus is special?				believe Jesus is special?
<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>What is precious to you?</p> <p>How do Christians believe the world began?</p> <p>What is special about the natural world?</p> <p>What makes us unique?</p> <p>Why is Harvest important?</p>	<p>How do people prepare for the birth of a baby?</p> <p>How did Mary know she was going to have a baby?</p> <p>How did Mary and Joseph feel about having a baby?</p> <p>How do Christians prepare for the special day of Christmas?</p> <p>What story do Christians remember at Christmas and why?</p> <p>Why is Christmas special for Christians?</p>	<p>Who helps care for our special world?</p> <p>How can we care for the animals in our special world?</p> <p>Who cares for God's house?</p> <p>How can we show we care for our world everyday?</p> <p>Who cares for our school?</p>	<p>What was the donkey's special job?</p> <p>What was special about Jesus' meal with his friends?</p> <p>Why did Jesus go to a special garden?</p> <p>Why is the cross special?</p> <p>What is special about the stone?</p> <p>What is special about Easter?</p>	<p>How did Jesus 'rescue' people who needed food?</p> <p>How did Jesus 'rescue' people who couldn't see?</p> <p>How did Jesus 'rescue' people who were ill?</p> <p>How did Jesus 'rescue' people who were lonely?</p> <p>How did Jesus 'rescue' people who were sad?</p>	<p>Who is special to you? Who is particularly special to Christians?</p> <p>Why do Christians believe they are special to Jesus?</p> <p>What made Jesus a special child to Christians?</p> <p>What made Jesus a special grown up?</p> <p>What has Jesus taught Christians?</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Celebrations and stories!	Ticket to Ride!	Awesome Animals!	Come Outside!	Fun at the seaside!
<p>Expressive Arts and Design</p> <p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing</p>	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p>	<p>Explore The magic Paintbrush- Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets</p> <p>Teach children different</p>	<p>Make different textures; make patterns using different colours.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p>	<p>Life cycles, Flowers-Sun flowers. Camille and the sunflowers- explore Vincent van Gogh.</p> <p>Children will explore ways to</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Van Gogh Seascape</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish.</p>

<p>songs linked to topics, making instruments, percussion.</p> <p>Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills.</p> <p>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</p>	<p>can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs. Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Superhero masks.</p> <p>Artist study – Jackson Pollock Drip painting</p> 	<p>Sewing a gingerbread puppet.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Leonardo and the flying boy. Design and make rockets. Design and make objects they may need in space, thinking about form and function. Creating outer of space pictures.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Starry night Vincent Van Gogh</p>	<p>Pastel drawings, printing, patterns on Easter eggs.</p> <p>Mother's Day crafts Easter crafts</p> <p>Polar Explorers and Jungle explorers role play area.</p> <p>Rousseau's Tiger / animal prints.</p> <p>Designing homes for hibernating animals.</p> <p>Collage owls /symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Magical garden of Claude Monet</p> <p>Matisse- snail</p>	<p>protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses.</p> <p>Retelling familiar stories. Provide children with a range of materials for children to construct with.</p> <p>Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination.</p>	<p>Ice cream cone art with ripped squares of paper- mosaic.</p> <p>Watercolour paintings of a seaside landscape.</p> <p>Collaborative mural painting- Under the sea.</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts.</p> <p>Colour mixing – underwater pictures.</p> <p>Seaside hue paintings.</p> <p>STEAM WEEK</p> <p>Father's Day Crafts</p>
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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>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: 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;</p> <p>- 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; -</p> <p>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>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,</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>

Show sensitivity to their own and to others' needs.

ELG: Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

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

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.