



**EYFS CURRICULUM**

**2024**

**By Faith Coy**

## Vision and Values of Broomfield Primary School

### Mission

We can change the future...

### Values

- We learn how to become expert learners.
- We learn how to make positive choices about our health and well-being.
- We care about our world and respect everyone we share it with.
- We learn about our rights and how we can protect the rights of others.
- We leave Broomfield ready for our next adventure.

### Vision

Everyone learning together.

Learning to make a positive difference.



# Early Years Foundation Stage Curriculum

## **Intent**

At Broomfield Primary, the EYFS curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, provide first-hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual, and we celebrate and welcome differences within our school community. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning.

Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to Year 1 the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

## ***We intend:***

To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.

To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.

To create an indoor and outdoor environment which supports learning.

To prepare children to reach the Early Learning Goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.

To support transition into KS1.

## **Implementation**

We have a curriculum that is child-centered and that is based upon topics which engage the children. We encourage active learning to ensure the children are motivated and interested. We take time to get to know children's interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the **Seven areas of the EYFS curriculum**.

Personal, Social and Emotional Development

Physical Development

Communication and Language

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that all children's interests are supported. During each week, the children will work with adults to complete various activities, including writing, maths and phonics and a range of child-initiated tasks through both the indoor and outdoor provision. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. Continuous provision practice and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem-solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff.

Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There is also a range of stimulating and engaging activities which the children can access independently plus a variety of opportunities for child-initiated play. In planning and guiding children's activities, we reflect on the different ways that children learn and demonstrate these in our practice. Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met, recording these on 'Evidence Me'. We regularly assess where the children are at, using Development Matters statements and the Early

Learning Goals, then ensure our planning, adult interaction and learning environment (including continuous provision) supports children to reach their next steps. We will include interventions for groups or individual children where necessary. Teachers also use progression curriculum planning tools to ensure that children are being supported to maximise their progress.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions. We ensure activities support the **Characteristics of Effective Learning** to ensure high quality learning takes place. These are:

**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.

### **Overarching 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. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – they work in partnership.

**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. We must be aware of children who need greater support than others.

To support our wider curriculum, we provide regular opportunities for parents and carers to share their children’s work and celebrate successes. We keep parents informed and we meet regularly with them to ensure children’s transition into school and through the EYFS is happy and allows them to reach their potential with any support needed. This includes transition days, nursery or home visits, stay and play sessions, parent workshops, class dojo, assemblies, wow moments, reports and parent consultations, as well as more frequent informal communication to suit individual families.

We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1. Parents have the opportunity to meet with new teachers and visit their child's new learning environment. They also complete 'moving on' activities with their child throughout the summer term. These aim to support the transition for all.

## **Impact**

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of children achieving age related expectations throughout the academic year and put supportive interventions in place, if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace.

Broomfield Primary will evaluate the impact of our curriculum by measuring how effectively it helps our children develop into well-rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.








## **Vision**

*Everyone learning together.*

*Learning to make a positive difference.*










Early Years Foundation Stage  Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me! 	Celebrations 	What is out there? 	Once upon a time 	Let's grow! 	Summer's here! 
<b>Themes and Interests</b> <b>Lines of Enquiry and Development</b> <i>N.B. These themes may be adapted at various points to allow for children's interests to flow through the provision.</i>	<b>Starting school</b> My new class Self Portraits <b>My family and Significant People in children's lives.</b> <b>Who helps us in our school?</b> Human body What am I good at? How do I make others feel? Being kind and staying safe. <b>Autumn, Harvest</b> Rosh Hashana	Autumn/Winter Colours Celebrations around the world Halloween Bonfire night <b>Guy Fawkes</b> Remembrance Day Diwali Hibernation & Hedgehogs Birds & Migration Nativity Christmas	Winter Animals in cold places Polar regions Arctic and Antarctica Space New Year Chinese New Year Explorers <b>Ernest Shackleton</b> <b>Felicity Aston</b> <b>Robert Scott</b> <b>Amundsen</b> <b>Mathew Henson</b> <b>Neil Armstrong</b> <b>Mae Carol Jemison</b>	Spring Traditional tales Superheroes People who help us <b>Significant people in our country.</b> Emergency Services Ramadan Holi Easter <b>Florence Nightingale</b> <b>Rosa Parks</b>	Life cycles and growth Gardening Food Minibeasts Environment <b>Greta Thunberg</b> <b>David Attenborough</b> Dinosaurs <b>Mary Anning</b> Butterfly station (from caterpillar to butterfly)	Summer Seaside Transport & Journeys Hot places Animals in hot places Going on safari Summer holidays- past and present Under the sea Commotion in the Ocean <b>The Royal family</b> <b>The King</b> <b>The Late Queen</b> <b>Floella Benjamin</b>
<b>Possible Texts and 'Old favourites'</b> <b>Bold = Key Texts</b> <b>Oracy Focus</b> <i>Throughout the year</i> <b>A stroll through the seasons</b> <b>Tree – seasons come and seasons go</b>	First day of bug school, Zog goes to school. <b>Owl babies</b> <b>Nursery Rhymes, Each Peach Pear Plum. The Great Big Book of families.</b> The large family Funny bones <b>The colour monster</b> The mixed up chameleon Elmer A colour of his own <b>Leaf man, Autumn poems Shirley Hughes, Acorn to Oak tree.</b>	<b>Pumpkin Soup</b> <b>The Jolly Postman / Christmas postman</b> Stick man <b>Little Red Hen. Bear Hunt</b> A magical muddle Meg and Mog Christmas stories The snowman What do you celebrate? <b>Wow Owl</b> <b>Don't hog the hedge</b> <b>Winter Poems - Shirley Hughes</b> <b>Firework Poems</b>	Winter poems Snow babies Beti and the Yeti One snowy night <b>Whatever next</b> <b>How to catch a star</b> <b>Night time round the world – moon</b> <b>On the moon</b> <b>Chinese New Year</b> Round is a mooncake Red is a dragon One is a Drummer <b>Polar Bear Polar Bear</b> <b>Poles Apart</b> <b>The Last Polar Bear</b>	<b>Traditional Tales</b> <b>Three little pigs</b> <b>Little Red Riding Hood</b> Little Red The 3 little wolves <b>Goldilocks and the three bears</b> <b>Billy Goats Gruff</b> A first book of nature Emergency, Emergency Supertato Spring Poems- Shirley Hughes	<b>Jack and the beanstalk, Jaspers Beanstalk, What the ladybird heard.</b> The bad tempered ladybird The very busy spider, Yukky worms Super worm The bee book First facts: bugs The very hungry caterpillar <b>A seed in need</b> <b>The Tiny seed, Seed Song, Anansi the spider</b> Walters wonderful web Snail Trail- journey through Modern art	<b>Sharing a shell</b> <b>Commotion in the ocean</b> Snail and the whale The rainbow fish Secrets of the seashore At the beach <b>Down at the Station</b> <b>The train ride</b> <b>Meercat Mail</b> <b>We are going on a lion hunt</b> Handa's surprise My granny went to market Dinosaur Roar

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me 	Celebrations 	What is out there? 	Once upon a time 	Let's grow! 	Summer's here! 
<b>Possible Diversity/RRS Texts</b>  Article 2 All children have these rights, no matter who they are. No child should be treated unfairly on any basis	The skin you live in Families, Families, Families So much Hats of Faith A year of celebrations Elmer	The proudest blue Celebrations around the world Seasons come seasons go – Tree Rama and Sita	Astro Girl Hats of Faith My shadow is pink One World One Day	The Ghanaian goldilocks Rapunzel Lubna and the pebble	What a waste Olivers fruit salad Nature's tiny miracle One day I will not ever eat a tomato	Mister Seahorse Julian is a mermaid Bringing the rain to Kapiti Plain
	<b>Equality &amp; Diversity</b> PSHE link – explore different families and friendships. Diversity Week. Literacy links. PSHE link – explore different relationships. School Council .Equality Survey. <b>ReflectEd texts</b> The great big book of families The way back home How to catch a star The dot Beautiful oops Weirdo Stuck					
<b>Communication and Language</b>  	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
<b>Listening, Attention &amp; Understanding Speaking</b>  <b>Whole EYFS Focus – C&amp;L is developed</b>	<b>Settling into school and making friends.</b> Know and talk about the <b>school rules</b> and how they help to keep us happy and safe. Understand how to listen carefully and why listening is important. <b>Classroom/Listening rules.</b>	Ask questions to find out more and to check they understand what has been said to them. Begin to develop social phrases. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Articulate ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep	Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. <b>Work in a group to use the necessary language to engage in</b>	Listen to and talk about stories to build familiarity and understanding. Re-read books to learn the language necessary. Engage in non-fiction books. Listen to and talk about selected non-fiction to	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <b>Perform, act out, role play these stories using</b>



<p><b>throughout the year through</b></p> <ul style="list-style-type: none"> <li>○ <b>high quality interactions</b></li> <li>○ <b>daily group discussions</b></li> <li>○ <b>sharing circles</b></li> <li>○ <b>PSHE times</b></li> <li>○ <b>stories</b></li> <li>○ <b>singing</b></li> <li>○ <b>EYFS productions</b></li> <li>○ <b>assemblies</b></li> <li>○ <b>interventions</b></li> <li>○ <b>daily story time</b></li> </ul> <p><i>Wellbeing &amp; behaviour for learning</i></p>	<p>Engage in story times. Starting school story books/ family themed stories.</p> <p>Talk about themselves and their families.</p> <p>Talk about experiences familiar to them. Chat times at snack time, PSHE, ReflectEd lessons.</p> <p>Know and talk about the different people who help us in the school community: dinner ladies, TAs Teachers, Head.</p>	<p>Model talk routines, talk around the messy play water/sand tuff spots. Registration. Role play / potions workshop, familiar stories, stories for oracy.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Barrier games, role play, Science and History discussions. Firework onomatopoeia words</p>	<p>familiarity with new knowledge and vocabulary.</p> <p>Choose books that will develop vocabulary.</p> <p>Retell a story with story language.</p> <p>Use picture or object cues to talk about an object in full sentences.</p>	<p>discussions, work out how to do things and share ideas.</p>	<p>develop a deep familiarity with new knowledge and vocabulary.</p> <p>Create and share fact files of mini beasts using new vocabulary.</p>	<p>props, puppet theatre, small world.</p>
<p><b>Ongoing learning...</b></p> <p>Learn new vocabulary linked to stories and taught in UTW areas Science, History, Geography etc.</p> <p>Know and use this new vocabulary through the day through discussions and play.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems, and songs.</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><b>How?</b> Word wall vocabulary, role play/tabletop, tuff spot activities, themed stories, continuous provision, role play area, small world area, reading corner, adult interactions and learning challenges.</p>						
<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 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 conversations when engaged in back-and-forth exchanges with their teacher 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 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>						

Area of Learning	Autumn 1 All About Me! 	Autumn 2 Celebrations 	Spring 1 What is out there? 	Spring 2 Once upon a time 	Summer 1 Let's grow! 	Summer 2 Summer's here! 
<b>Personal, Social and Emotional Development</b>  	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development, are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
<b>Self-Regulation</b>  <b>Managing Self</b>  <b>Building Relationships</b> <i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>	Children see themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing.	
	<b>Being me in my world</b> Class Rules and Routines. Supporting children to build relationships. Dreams and Goals. Self-identity. Understanding feelings. Being in a classroom. Being gentle. Rights and responsibilities. <b>Games and songs involving giving and receiving Instructions such as Simon Says, Co-operative and turn taking games.</b>	<b>Getting on and falling out.</b> How to deal with emotions. Develop Self – Confidence. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Identifying talents. Being special. Making friends. Standing up for yourself. Be bright be seen.	<b>Good to be me</b> Feelings. Perseverance 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.	<b>Relationships</b> What makes a good friend? Random acts of Kindness. 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. Breaking friendships, falling out and making up. Dealing with bullying.	<b>Friendships</b> Looking after others. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Goal setting. Overcoming obstacles. Seeking help. Being a good friend.	<b>Taking part</b> Sports day - Winning and losing. Changing me. Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.

**ELG: Self-Regulation**

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**ELG: Managing Self**

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.









**ELG: Building Relationships**


Work and play cooperatively and take turns with others.


Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

<b>British values</b>	<p><b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p><b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p><b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
<b>Taking care of me!</b>	<p>Be ready to leave a significant adult. Go to the toilet independently. Handwashing routines. Put on my own coat and shoes. Finding my own belongings. Learning to listen. Be ready to share.</p>		<p>Understand healthy choices. Using a knife and fork. Be able to change for PE. Blow your nose – Catch it, bin it, kill it. Understand the need for sleep. Keeping clean.</p>		<p>Oral hygiene. Be brave to try new food / school dinners and snack. Understand where I live. Understand how to keep myself safe. Internet safety.</p>	

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p data-bbox="165 335 376 424"><b>Physical Development</b></p> 	<p data-bbox="421 150 645 181"><b>All About Me!</b></p> 	<p data-bbox="712 150 922 181"><b>Celebrations</b></p> 	<p data-bbox="1012 150 1196 226"><b>What is out there?</b></p> 	<p data-bbox="1285 150 1491 226"><b>Once upon a time</b></p> 	<p data-bbox="1585 150 1765 181"><b>Let's grow!</b></p> 	<p data-bbox="1832 150 2078 181"><b>Summer's here!</b></p> 
<p data-bbox="138 651 2101 791">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.</p> <p data-bbox="138 651 2101 791">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. 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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.</p>						
<p data-bbox="138 826 376 916"><b>Physical Development</b></p>  <p data-bbox="147 1152 371 1241"><b>Gross Motor Skills</b></p>	<p data-bbox="407 804 658 1350">Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Explore Different ways of moving with children, hopping, skipping, sidestepping, hopscotch. Provide regular reminders about handwashing and toileting.</p>	<p data-bbox="689 810 949 1407">Revise and refine the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Crates play- climbing, hoops obstacle courses in outside area, dance related activities. Wheeled resources for children to balance, sit or ride on, pull and push. Balance/pedal bikes, wheelbarrows, prams, lawnmowers etc.</p>	<p data-bbox="976 823 1236 1267">Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Provide a wide range of activities accessible to children with varying confidence levels, skills and needs. Dancing and moving to music.</p>	<p data-bbox="1263 804 1523 1449">Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy with activities that involve a ball. Opportunities to, spin, rock, tilt, fall, slide and bounce. Use picture books etc to explain the importance of the different aspects of a healthy lifestyle.</p>	<p data-bbox="1550 810 1809 1251">Combine different movements with ease and fluency. Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Dance and moving to music.</p>	<p data-bbox="1836 817 2096 1439">Know and talk about different factors to support overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Races and team games. Sports day practise. Allow less confident children to spend time initially observing and listening, without feeling pressured to join in.</p>

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me!	Celebrations	What is out there?	Once upon a time	Let's grow!	Summer's here!
<b>Physical Development</b>  	<b>Personal Cog Invasion Games</b> <i>Following instructions. Moving safely. Moving into a space.</i> Coordination skills. Cooperation games i.e. parachute games, tig, stuck in the mud etc.	<b>Social Cog Invasion Games</b> <i>Taking turns and sharing. Working sensibly with others.</i> Jumping and landing. Ball skills- throwing and catching with a partner.	<b>Cognitive Cog Gymnastics</b> <i>Following simple instructions. Understand and follow simple rules. Exploring and describing different movements.</i> Core strength and balancing. Shapes: star, tuck, straight, pike, straddle. Moving fast and slow. Jumping and landing safely. Low apparatus. Creating and performing small routines.	<b>Creative Cog Net wall</b> <i>Understand and follow simple rules, name some things I am good at. Explore and describe different movements, observe and copy others.</i> Object manipulation. Handling equipment. Sending and receiving skills. Ready position. Overarm and underarm.	<b>Physical Cog Athletics</b> <i>Move confidently in different ways.</i> Perform a single skill or movement with some control, link two movements together. <b>Track and field skills.</b> Running, jumping, sprinting. Jumping low and high. Throwing- balls, howlers, frisbee, chest push.	<b>Health and Fitness Cog Striking and fielding</b> <i>Be aware of why exercise is important for good health. Be aware of the changes I feel when I exercise.</i> Sending, receiving and striking skills. - accuracy and power. Using different balls and objects. <b>Teamwork</b> for communication, planning, tactics, formation.
<b>Fine Motor Skills</b>  <b>Threading cutting weaving playdough Dough Disco</b>	Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip. Flipper Flapper phonics. Dough Disco. Snipping with scissors.	Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding small items. Button clothing. Cut along a straight line with scissors. Peg boards.	Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Encourage tripod grip.	Fine Motor activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Start to cut along a curved line, like a circle. Connect mobilo, links, construction tools etc.	Form letters correctly Copy a square. Begin to draw diagonal lines, like in a triangle. Start to colour inside the lines of a picture. Start to draw pictures that are recognisable. Build things with smaller linking blocks, such as Duplo or Lego. Tripod grip
<p><b>ELG: Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>						

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me!	Celebrations	What is out there?	Once upon a time	Let's grow!	Summer's here!
<b>Literacy</b>	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
<b>Comprehension</b> 	<p><b>Comprehension:</b> Listen and enjoy sharing a range of books.</p> <p>Hold a book correctly and handle with care. Know that a book has a beginning and an end and hold the book the right way up and turn pages appropriately.</p> <p>Know that text in English is read top to bottom and left to right.</p> <p>Know the difference between text and illustrations.</p> <p>Recognise some familiar words in print, e.g., own name or advertising logos.</p> <p>Enjoy joining in with rhyme, songs and poems. Explain what is happening in a picture in a familiar story.</p> <p>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p><b>Comprehension:</b> Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p><b>Comprehension:</b> Use picture clues to help read a simple text.</p> <p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Play is influenced by experience of books (small world, role play).</p>	<p><b>Comprehension:</b> Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books.</p> <p>Innovate a well-known story with support.</p>	<p><b>Comprehension:</b> Correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a story.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p><b>Comprehension:</b> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and vocabulary.</p> <p>Innovate a known story.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>

<p><b>Word reading</b></p>	<p><b>Word Reading:</b> Hear general sound discrimination and be able to orally blend and segment.</p>	<p><b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p><b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p><b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p><b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p><b>Word Reading:</b> Read some tricky words from Phase 4. Re-read what they have written to check that it makes sense. Re-read books to build up confidence in word reading, fluency, understanding and enjoyment.</p>
<p><b>Phonics Little Wandle</b></p>	<p>Phase 2  s a t p i n g o c k c k e u r h b f l  <b>Tricky words:</b> is l the</p>	<p>Phase 2  ff ll ss j v w x y z zz qu ch sh th ng nk words with s added at the end.  <b>Tricky words:</b> put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p>Phase 3  ai ee igh oa oo oo ar or ow oi ear ur air er words with double letters: dd mm tt bb rr gg pp ff  <b>Tricky words:</b> was you they my by all are sure pure</p>	<p>Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear er air Review all taught words with double letters, longer words, words with two or more digraphs words ending in ing words ending s es/z/ s compound words words with s in the middle</p>	<p>Short vowels CVCC CCVC CCVCC CCCVC CCCVCC longer words, compound words, root words ending in: ing, ed, t, id, est <b>Tricky words:</b> said so have like some come love do were here little says there were when what out today</p>	<p>Long vowel sounds CVCC CCVC CCVC CCCVC CCV CCVCC Review all taught so far Secure spelling Phase 4 words ending s, es /s/z/ longer words root word ending in: ing, ed, t, id, d root word ending in: er, est</p>
<p><b>Writing</b></p>	<p><b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Be aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name, copying it from a name card or try to write it from memory. <b>Composition:</b> Use talk to organise describe events and experiences.</p>	<p><b>Emergent writing:</b> Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. <b>Composition:</b> Use talk to link ideas, clarify thinking and feelings.</p>	<p><b>Emergent writing:</b> Use appropriate letters for initial sounds. <b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it. <b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes. <b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p><b>Emergent writing:</b> Build words using letter sounds in writing. <b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. <b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently.</p>	<p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. <b>Composition:</b> Write a simple sentence with a full stop. <b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more</p>	<p><b>Emergent writing:</b> Show awareness of different audience for writing. <b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write in different forms for different purposes e.g., lists, stories, instructions. Discuss features of own writing e.g., what kind of story have they written.</p>

	<p><b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p> <p><b>Texts as a Stimulus:</b></p> <p><b>Nursery Rhymes</b>  <b>Owl babies</b>  <b>Colour monster</b>  <b>Autumn poems</b>  <b>Pumpkin Soup</b>  <b>Leaf man</b></p> <p>Give meaning to marks made. Label body, family, begin to write name, begin writing labels and captions, shopping lists, initial sounds, Message centre!</p>	<p>Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.</p> <p><b>Texts as a Stimulus:</b></p> <p><b>Fireworks Go</b>  <b>Bear Hunt</b>  <b>Jolly Postman</b>  <b>The Little Red Hen</b></p> <p>Sequence the story, speech bubbles, Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for pumpkin soup.  Firework poems, letters. Write a sentence.</p>	<p><b>Texts as a Stimulus:</b></p> <p><b>Polar Bear Polar Bear Poles Apart</b>  <b>Round is a mooncake</b>  <b>Whatever Next</b>  <b>On the Moon</b>  <b>The way back home</b>  <b>Q Pootle 5</b></p> <p>Lists of what to take into space, Polar Bear facts and Polar Bear poem, finding rhymes, changing the Polar Bear Poem.  Polar animal facts. Guided writing based around developing short sentences in a meaningful context.</p>	<p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p> <p><b>Texts as a Stimulus:</b></p> <p><b>Traditional Tales</b>  <b>Three little pigs</b>  <b>Little Red Riding Hood</b>  <b>Goldilocks and the three bears</b>  <b>The three Billy Goats Gruff</b>  <b>Little Red</b></p> <p>Retell parts of the story, sequence a story, repeated refrains, speech bubbles, labels and captions, wanted poster, character descriptions, letters of apologies, advice, adverts. Begin to write more than one idea.</p>	<p>complex unknown words.</p> <p><b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p> <p><b>Texts as a Stimulus:</b></p> <p><b>Jack and the Beanstalk</b>  <b>Jasper's Beanstalk</b>  <b>Hungry Caterpillar</b>  <b>The Tiny Seed</b></p> <p>Describe foods, use adjectives.  Healthy Foods – My Menu, Bean Diary  Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story, retellings, writing in role. Mini beasts – Fact File life cycles.</p>	<p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Spell common (tricky) words e.g., he, she, we, be, me independently.</p> <p><b>Handwriting:</b> Use a pencil confidently to write letters that can be recognised and form some capital letters correctly.</p> <p><b>Texts as a Stimulus:</b></p> <p><b>Commotion in the ocean. Meerkat Mail.</b>  <b>Down at the Station,</b>  <b>The train ride.</b></p> <p>Write a postcard, diary writing, holiday recount, story writing of own stories, character description.  Begin to write longer sentences with multiple ideas.</p>
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**ELG: Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**ELG: Word Reading**

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**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.



Area of Learning	Autumn 1 All About Me! 	Autumn 2 Celebrations 	Spring 1 What is out there? 	Spring 2 Once upon a time 	Summer 1 Let's grow! 	Summer 2 Summer's here! 
<b>Mathematics</b>  	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<b>White Rose Maths</b>	<p><b>Getting to know you (baseline)</b></p> <p><b>Block 1</b> <b>Match, sort and compare</b></p> <p>Match objects. Match pictures and objects. Identify a set. Sort objects to a type. Explore sorting techniques. Create sorting rules. Compare amounts.</p> <p><b>Block 2</b> <b>Talk about measures and patterns</b></p> <p>Compare size. Compare mass. Compare capacity.</p>	<p><b>Block 3</b> <b>It's Me 123!</b> Find 1, 2 and 3. Subitise 1, 2 and 3. Represent 1, 2, 3. 1 more 1 less. Composition of 1,2,3.</p> <p><b>Block 4</b> <b>Circles and triangles</b> Identify and name circles and triangles. Compare circles and triangles. Shapes in the environment. Describe position.</p> <p><b>Block 5</b> <b>1,2,3,4,5</b> Find 4 and 5. Subitise 4 and 5. Represent 4 and 5.</p>	<p><b>Block 1</b> <b>Alive in 5!</b> Introduce zero. Find 0 to 5. Subitise 0 to 5. Represent 0 to 5. 1 more 1 less. Composition of numbers to 5. Conceptual subitising to 5.</p> <p><b>Block 2</b> <b>Mass and capacity</b> Compare mass. Find a balance. Explore capacity. Compare capacity.</p> <p><b>Block 3</b> <b>Growing 6, 7, 8</b> Find 6, 7 and 8. Represent 6, 7, 8. 1 more 1 less. Composition of 6, 7,8.</p>	<p><b>Block 5</b> <b>Building 9 and 10</b> Find 9 and 10. Compare numbers to 10. Represent 9 and 10. Conceptual subitising to 10. 1 more 1 less. Composition to 10. Bonds to 10 (2 parts). Make arrangements of 10. Bonds to 10 (3 parts) Doubles to 10 (find a double). Doubles to 10 (make a double). Explore even and odd.</p> <p><b>Block 6</b> <b>Explore 3-D shapes</b> Recognise and name 3D shapes.</p>	<p><b>Block 1</b> <b>To 20 and beyond</b> Build numbers beyond 10 (10-13) (14-20). Continue patterns beyond 10 (10-13) (14-20). Verbal counting beyond 20. Verbal counting patterns.</p> <p><b>Block 2</b> <b>How many now?</b> Adding more. How many did I add? Take away. How many did I take away?</p> <p><b>Block 3</b> <b>Manipulate, compose and decompose</b> Select shapes for a purpose.</p>	<p><b>Block 4</b> <b>Sharing and grouping</b> Explore sharing. Explore grouping. Even and odd Play with and build doubles.</p> <p><b>Block 5</b> <b>Visualise, share and map</b> Identify units of repeating patterns. Create and explore own pattern rules. Replicate and build scenes and constructions. Visualise from different positions. Describe positions. Give instructions to build. Explore mapping.</p>

	<p>Explore simple patterns. Copy and continue simple patterns. Create simple patterns.</p>	<p>1 more 1 less. Composition of 4 and 5. Composition of 1–5.</p> <p><b>Block 6</b> <b>Shapes with 4 sides</b> Identify and name shapes with 4 sides. Combine shapes with 4 sides. Shapes in the environment. My day and night.</p>	<p>Make pairs-odd and even. Double to 8 (find a double). Combine 2 groups. Conceptual subitising.</p> <p><b>Block 4</b> <b>Length and height</b> <b>Time</b> Explore length. Compare length. Explore height. Compare height. Talk about time. Order and sequence time.</p>	<p>Find 2D shapes within 3D shapes. Use 3D shapes for tasks. 3D shapes in the environment. Identify more complex patterns. Copy and continue patterns. Patterns in the environment.</p>	<p>Rotate shapes. Manipulate shapes. Explain shape arrangements. Compose shapes. Decompose shapes. Copy 2D shape pictures. Find 2D shapes within 3D shapes.</p>	<p>Represent maps with models. Create own maps from familiar places. Create own maps and plans from story situations.</p> <p><b>Block 6</b> <b>Make connections</b> Deepen understanding. Patterns and relationships.</p>
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**ELG: Number**

Have a deep understanding of number to 10, including the composition of each number.








Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**ELG: Numerical Patterns**

Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

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

**We also follow the NCTEM Maths Mastering Number program.**

Area of Learning	Autumn 1 <b>All About Me!</b> 	Autumn 2 <b>Celebrations</b> 	Spring 1 <b>What is out there?</b> 	Spring 2 <b>Once upon a time</b> 	Summer 1 <b>Let's grow!</b> 	Summer 2 <b>Summer's here!</b> 
<b>Understanding the World</b>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
<b>Understanding the World</b>  <b>The Natural World</b>	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Observe and notice changes in the world around them – seasons, weather.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them. Draw information from a simple map.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside.						
<b>Science</b> <b>Plymouth Science Units</b>	<b>All about Me</b> Me, my family, my body. <b>Colours</b> Colours of the rainbow and colour mixing.	<b>Celebrations Seasons</b> Autumn, Winter, Spring & Summer.	<b>Materials</b> Freezing and melting. <b>Animals</b> habitats	<b>People who help us</b> Occupations. <b>Traditional Tales</b> Materials for the 3 Little pigs' houses.	<b>Keeping healthy</b> Fitness, healthy diet, sleep, screen time, keeping clean, brushing teeth. <b>Minibeasts and growing</b>	<b>Oceans</b> Where are the oceans? <b>Under the sea</b> Sea creatures.

<p><b>UNDERSTANDING THE WORLD</b> <i>Past and Present</i>  <i>People, culture and communities</i></p>	<p><b>Peek into the past</b> Activity 1: Can you guess who? Activity 2: Past and present Activity 3: My life timeline Activity 4: Toy box Activity 5: Spot the difference <i>Who is my family?</i></p>			<p><b>Adventures through time</b> Activity 1: Family tree Activity 2: My achievements Activity 3: Treasure box Activity 4: Picture detective Activity 5: Transport through time <i>Begin to make sense of their own life-story and family's history.</i></p>		
<p><b>History</b> Kapow / Focus</p>	<p>These activities have been designed so that we can use them at any point throughout the year to tie-in with our current theme/topic. The activities help the children to reflect on memories and experiences from their own past and extend only to situations that will still be very familiar to their everyday lives.</p>					
<p><b>UNDERSTANDING THE WORLD</b>  <i>People, culture and communities</i>  <b>Geography</b>  Kapow Focus <i>Why are we all the same but also different? Having positive attitudes towards everyone.</i>  Possible activities to link with our topics.</p>	<p><b>Unit 2 Outdoor adventures: Using the senses to explore and describe the natural world around them whilst outside, children begin to recognise the effect of the changing seasons.</b> <b>Activity 1: Nature catchers:</b> Exploring and describing how natural objects feel, look, smell, taste and sound. <b>Activity 2: Observational painting:</b> Representing how natural materials appear in the world around them through painting. <b>Activity 3: Exploring the weather:</b> Describing the effects of different weather conditions through experimentation. <b>Activity 4: Senses in nature:</b> Using the five senses to observe and talk about natural materials through a variety of activities including sound bathing and gardening. <b>Activity 5:</b> Exploring the seasons: Noticing and investigating how weather can change with the seasons. <b>Activity 6: Dress the teddy:</b> Beginning to consider how we respond to weather conditions in each season through our choice of clothes. <i>Know about different countries. How environments can be different. Who are the people that help us?</i></p>			<p><b>Unit 1 Exploring maps: Exploring maps through discussion, storytelling, games and creative activity, children look at how features are represented and think about the meaning behind shapes, lines and colours on maps.</b> <b>Activity 1: Pirate map bingo:</b> Identifying and locating features on a pirate map. <b>Activity 2: Our school from above:</b> Discussing features on an aerial photograph and choosing colours and shapes to create an aerial map of the school grounds. <b>Activity 3: Let's build a map!</b> Using 3D materials to build a map of a real or imaginary place. <b>Activity 4: Creating journey sticks:</b> Using directional language and mapping a journey using objects found in the school grounds. <b>Activity 5: Investigating maps:</b> Exploring, comparing and asking questions about a variety of maps. <b>Activity 6: Map making:</b> Making their own maps showing features in the local area. <i>How will I know my way around? Draw information from a simple map. Show interest in different occupations.</i></p>		
<p>These activities have been designed so that we can use them at any point throughout the year to tie-in with our current theme/topic. The activities help the children to explore fictional and real maps in familiar contexts and to experience the surrounding natural environment, noticing changes in the weather and seasons over time.</p>						
<p><b>PHSE PSED</b> <i>Self- Regulation</i> <i>Managing Self</i> <i>Building Relationships</i> PSHE (Possible Kapow units to use as appropriate.)</p>	<p><b>Being me in my world</b> Self-Regulation: My feelings</p>	<p><b>Getting on and falling out</b> Building relationships: Special relationships</p>	<p><b>Good to be me</b> Managing self: Taking on challenges</p>	<p><b>Relationships</b> Self-regulation: Listening and following instructions</p>	<p><b>Friendships</b> Building relationships: My family and friends</p>	<p><b>Taking part Caring for ourselves</b> Managing self: My wellbeing</p>

<p><b>RE</b> (North Yorkshire syllabus) UTW <b>People, culture and Communities</b> Article 14 You have the right to choose your own religion and beliefs.</p>	<p><b>F2 Which people are special and why?</b> Talk about people who are special to them. Say what makes their family and friends special to them. Identify some of the qualities of a good friend. Recall and talk about stories of Jesus as a friend to others. Recall a story about a special person in Sikhism and talk about what can be learnt from it.</p>	<p><b>F1 which stories are special and why?</b> Talk about some religious stories. Recognise some religious words, e.g. God. Identify some of their own feelings in the stories they hear. Identify a sacred text e.g. Bible, Qur'an. Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</p>	<p><b>F3 what places are special and why?</b> Talk about where is special to children, saying why. Be aware that some religious people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship. Identify some significant features of sacred places. Recognise a place of worship. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>	<p><b>F4 What times are special and why?</b> Give examples of special occasions and suggest features of a good celebration. Recall simple stories connected with Christmas /Easter and a festival from another faith. Say why. Christmas/Easter and a festival from another faith are special times for believers.</p>	<p><b>F5 Where do we belong?</b> Retell religious stories making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special. Recall simply what happens at a traditional Christian infant baptism and dedication. Recall simply what happens when a baby is welcomed into Islam.</p>	<p><b>F6 What is special about our world?</b> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. Retell stories, talking about what they say about the world, God, human beings. Think about the wonders of the natural world, expressing ideas and feeling. Express ideas about how to look after animals and plants. Talk about what people do to mess up the world and what they do to look after it.</p>
<p><b>ELG: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: Past and Present</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						

<p><b>Expressive Arts and Design</b></p> <p><i>Creating with materials Being imaginative and Expressive</i></p>	<p>The development of children’s artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><b>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</b></p>	<p>Develop storylines in their pretend play.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>
<p><b>Music Charanga</b></p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b>Charanga Songs: Me!</b> <b>Listen and Respond</b> Our house- Madness Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p>	<p><b>Charanga Songs: My stories</b> Spiderman – Michael Bubl� I’m A Little Teapot The Grand Old Duke of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p><b>Charanga Songs: Everyone</b> Horn concerto No 4 Mozart Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders</p>	<p><b>Charanga Songs: Our world</b> Listen and respond-singing in the rain. Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus</p>	<p><b>Charanga Songs: Big Bear Funk</b> Appraise Big Bear Funk Row, Row, Row Your Boat The Hokey Cokey Share and perform Big Bear Funk</p>	<p><b>Charanga Songs: Reflect, Rewind &amp; Replay:</b> I know an old lady Zappy mends the roof Understanding rhythm Number crunchers Moving on Know percussion instruments.</p>
<p><b>Art and Design</b> Possible Kapow Units to use as appropriate.</p>	<p><b>Drawing</b> Marvellous Marks <b>Autumn craft</b> - Autumn wreath <b>Christmas craft</b> -Salt dough decorations</p>		<p><b>Painting and mixed media</b> Paint my world. <b>Seasonal projects Igloo Art.</b> <b>Winter craft</b> -Threaded snowflakes <b>Spring craft</b> - Suncatchers <b>Easter craft</b> -Egg threading</p>		<p><b>Sculpture and 3D</b> Creation station <b>Summer craft</b> -Salt painting</p>	
<p><b>Our links</b></p>	<p><b>Skills</b> – Holding and using a pencil/paintbrush. Making simple shapes. Self-portraits, creating pictures and paintings in Autumn and Winter colours. Warm colours, cold colours, colour mixing, leaf collage. <b>Artist links- Mondrian, Kandinsky. Making patterns with natural materials – Andy Goldsworthy.</b></p>		<p><b>Skills-</b> painting techniques/effects, use a scraper on paint to create a polar bear, add swirls to a Starry night, use straws to blow paints. Refine drawing skills. Use water colours for spring flowers. <b>Artist links- Van Gogh – Starry Night</b></p>		<p><b>Skills:</b> Collage, further develop painting and drawing skills. <b>Artist links -Henri Matisse – The snail. Van Gogh -Sunflowers/ Claude Monet Water Lilies.</b></p>	

<p><b>Design Technology</b> Possible Kapow Units to use as appropriate.</p>	<p>Structures: Junk modelling Cooking and nutrition – make pumpkin soup and hedgehog bread Seasonal projects <b>Ongoing Skills-</b> Using scissors Cutting and sticking. Joining techniques</p>	<p>Textiles: Bookmarks Seasonal projects CNY crafts- Make a Chinese Lantern, concertina dragon puppet.</p>	<p>Structures: Boats Seasonal projects</p>
<p><b>ELG: Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <b>ELG: Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>			
<p><b>Computing</b> Possible Kapow units Introduced as appropriate and accessed through continuous provision.</p>	<p>Using a camera or iPad to take photographs. Use the interactive whiteboard for games and mark making.</p>	<p>Unit 1: Networks and Systems: Using a computer <b>Main focus:</b> Using a mouse and keyboard. Learning how to log onto a computer or iPad. Internet safety</p>	<p>Unit 4: Programming: Programming <b>Main focus:</b> Using a Bee-Bot to give or follow simple instructions.  Internet safety</p>
<p><b>Parent Partnership</b></p>	<p>Welcome meeting. Phonics evening. Evidence Me involvement. Class dojo communication. What is my child learning? Curriculum Newsletter. Parent /teacher consultations. Written reports. Open afternoon. Nativity.</p>	<p>Open afternoon. Parent / teacher consultations. Written reports. What is my child learning? Curriculum Newsletter. Class dojo communication.</p>	<p>Nursery Visits. New starter meeting. Transition days. Parent / child lunch. Family open afternoon. Sports Day. Parent / teacher consultations. Written reports. Curriculum Newsletter.</p>
<p><b>Curriculum Enrichments</b> (Please note activities do change based on our topics.)</p>	<p>Meet our Y6 buddies. Autumn Welly Walk. Write/Post a letter. Make Pumpkin soup. Make bread – Little Red Hen. Whole school Pantomime visit (every 2 years). Christmas Party and games. Make items to sell at our Christmas Fair. Take part in Class Nativity for parents. World Children’s Day. Celebrating Children’s Rights.</p>	<p>Time with our Y6 buddies. Winter Welly Walk around the school grounds. Visitors in – People who help us. Fire Brigade. Judo. World Book Day. Skip to Be Fit. Library visit. Science week.</p>	<p>Library visit – Summer reading challenge School Trip. Balance Bikes. Visit/make a garden centre. Sports Day. Picnic. Online Safety Week. Sports week.</p>