



EYFS

Nursery and Reception Curriculum Intent

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|-------------------|------------------|-------------------|----------------------|----------------|-------------------------|
| Overarching Theme | Me & My Community | Once upon a time | Starry night | Ready, Steady, Grow! | Big Wide World | Sunshine & Flowers |
| Companion projects | Exploring Autumn | Sparkle & shine | Winter Wonderland | Signs of spring | Splash! | Shadows and reflections |

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas and develop strategies for doing things. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

COEL

Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships: Children learn to be strong and independent through positive relationships.

Enabling environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Learning and Development: Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)



PLAY: *At Christ Church Primary 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, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'*

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| General Themes <i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i> | Me & My Community | Once upon a time | Starry night | Ready, Steady, Grow! | Big Wide World | Sunshine & Flowers |
| Companion projects <i>These are linked to the season, and run alongside the general themes.</i> | Exploring Autumn | Sparkle & shine | Winter Wonderland | Signs of spring | Splash! | Shadows and reflections |
| Possible texts and 'old favourites' | Starting school Come to school too, Blue kangaroo The Colour Monster The little red Hen Once there were giants The Rainbow Fish The Big Book of Families Autumn poems and rhymes | The Three Little pigs The Three Billy goats Gruff Little Red Riding Hood Cinderella Leaf Man Christmas Story / Nativity Rama and Sita Stick Man | Laura's Star Whatever next Funny Bones How to Catch a Star Aliens love underpants The Gruffalo's Child Peace At Last One Snowy Night | Oliver's vegetables Oliver's fruit Salad Supertato Handa's surprise Rosie's Walk Jack and the Beanstalk The Tiny seed Eating the Alphabet Farmyard Hullabaloo | Our World: A first book of geography All are welcome David Attenborough Anna Hibiscus' song Splash, Anna Hibiscus We're going on a lion hunt The Train Ride Tanka, Tanka, Skunk | Tiddler Shark in the park Sun Katie and the sunflowers Commotion in the ocean Summer is here! Seaside poems The very hungry caterpillar My Butterfly Bouquet |
| 'WOW' Moments/ Enrichment weeks | Meet members of our school community Fire fighter/ Police visit Harvest Time – baking bread Birthdays | Autumn walk Remembrance Day – make a poppy wreath. Guy Fawkes / Bonfire Night Diwali Hannukah Nativity production | Owl experience Chinese New Year Valentine's Day Lent Children's Mental health week | Growing beans Observing the life cycle of a frog Easter Egg Hunt Spring Scavenger Hunt Mother's Day | An imaginary bus ride around London! A lion hunt! Food tasting – from around the world. May Day | Let's go on a holiday! Caring for our class caterpillars Father's Day |
| Festivals and important dates to celebrate! | Moon Festival (10 th Sept) Roald Dahl Day (13 th Sept) World Gratitude day (21 st Sept) Harvest Festival World Animal Day (4 th October) National Poetry Day (5 th Oct) | Bonfire Night (5 th Nov) Remembrance Day (11 th Nov) Diwali (12 th Nov) World Kindness Day (13 th November) World nursery rhyme week (13 th -17 th Nov) Anti- Bullying Week (13 th – 17 th Nov) Children in Need (17 th Nov) St Andrews Day (30 th Nov) Advent begins (1 st Dec) Christmas jumper day (7 th Dec) Hanukkah (7 th -15 th Dec) EYFS Nativity | Harbin Ice and snow festival – China from 4 th January 12 th Night (5 th Jan) Epiphany (6 th Jan) Big Garden bird watch – (26-28 th Jan) International Lego day (28 th Jan) National story telling week (28 th Jan-5 th Feb) Safer Internet Day (8 th Feb) Children's mental health week (5 th – 11 th Feb) Chinese New year (10 th Feb) Valentine's day (14 th Feb) Shrove Tuesday (13 th Feb) Ash Wednesday (14 th Feb) Random acts of kindness day (17 th Feb) | World Book Day (7 th March) Mothering Sunday (10 th March) Ramadan (10 th Mar-8 th April) Good Friday (29 th March) | Eid (9 th -10 th April) Earth Day (22 nd April) St George's day (23 rd April) May day (1 st May) Children's day in Japan (5 th May) World Bee day (20 th May) NSPPC Number day Walk to school week (20 th -25 th May) | World Environment day (5 th June) World ocean day (8 th June) Healthy eating week (10 th -14 th June) Father's day (16 th June) |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Me & My Community | Once upon a Time | Starry Night | Ready, Steady, Grow! | Big Wide World | Sunshine & Flowers |
| Communication and Language NC links: English | 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 . | | | | | |
| Nursery | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Listening, attention & understanding Speaking | Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. | Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" | Pay attention to more than one thing at a time, which can be difficult. Use longer sentences of four to six words Start a conversation with an adult or a friend and continue it for many turns. | Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Know many rhymes, be able to talk about familiar books, and be able to tell a long story | Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. | |
| | Reception | | | | | |
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
| Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, talking partners, circle time, PSHE times, talking spoon time, puppets, stories, singing, rhyme bags, story sacks, Tales Toolkit sessions, speech and language interventions, EYFS productions, and assemblies. DAILY STORY TIME | Welcome to EYFS Talk about our interests, and the things that are special to me. Begin to express and understand a range of feelings. Talking through daily routines and greetings, "Good morning, how are you?" Follow simple two-part instructions. Show and tell - talk about the models, pictures etc. that they have made or items of interest. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Understand how to listen carefully and why listening is important. Learn new vocabulary. | Tell me a story! Talk about past experiences e.g. weekend news. Whole class Tales Toolkit story making. Build knowledge of story language – Once Upon a time... Listen to and talk about stories to build familiarity and understanding. Take part in a small group discussions. Use new vocabulary through the day. Explain effect e.g. It sank because it was too heavy. Learn rhymes, poems and songs. | Tell me why! Articulate their ideas and thoughts in well-formed sentences. Ask questions to find out more and to check they understand what has been said to them. Use new vocabulary in different contexts. Describe events in some detail. Responding to stories – Tell me why you like/dislike the story/character/setting. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. | Talk it through! Connect one idea or action to another using a range of connectives. Describe what they see or notice using newly introduced vocabulary. Sustained focus when listening to a story. Identify patterns e.g. what generally happens to 'good' and 'wicked' characters at the end of stories. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | What happened? Predict possible endings to stories and describe some characters. Ask and answer how and why questions. 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. Draw conclusions. Reflect – what went well? What changes would you make? Speculate and explain understanding – What if the bridge falls down? What will happen to the animals if the gate is left open? *Participate in small group, class and one-to-one discussions, offering their own | Time to share! * <u>ELG: Listening, Attention & Understanding</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during discussion time. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. * <u>ELG: Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced |

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| | | | | | ideas, using recently introduced vocabulary. | vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions. |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Me & My Community | Once upon a Time | Starry Night | Ready, Steady, Grow! | Big Wide World | Sunshine & Flowers |
| My Happy Mind | Settling in | Meet your brain | Celebrate | Appreciate | Relate | Engage |
| Personal, Social and Emotional Development NC links: PSHE | 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 . | | | | | |
| Nursery | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Managing Self Self - Regulation Building relationships | Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Increasingly follow rules, understanding why they are important. | Develop their sense of responsibility and membership of a community. Remember rules without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. | Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. | Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Make healthy choices about food, drink, activity and toothbrushing. | Develop appropriate ways of being assertive. Talk with others to solve conflicts. Understand gradually how others might be feeling. | |
| Reception | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | New Beginnings Settling in and making friends. Build strong, warm and positive relationships with adults. See themselves as a valuable individual. Manage their own needs. Familiarity with class rules and routines. Cooperate and collaborate e.g. tidy teams. Identify different feelings/emotions. | Relationships What makes a good friend? Show Kindness Share and take turns. Begin to moderate their own feelings socially and emotionally. Think about the perspectives of others. Staying healthy – looking after my teeth! It's good to be me! Build self-confidence. | Getting on and falling out Express their feelings and consider the feelings of others. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Ask for help when needed. Developing growth mindset 'I can do it!' Show resilience and perseverance in the face of challenge. Be patient. | Looking after me and my friends Identify and moderate their own feelings socially and emotionally. Learn about and celebrate our qualities and differences. Set personal goals. Build constructive and respectful relationships. Staying healthy – my food choices and looking after my body. | Good to be me What is high self-esteem? Confidence in own abilities. Recognising my achievements, interests and hobbies. Me and my world – show respect and care for our planet and all living things. Healthy me – positive mental health. | Look how far I've come! <u>ELG: Self-Regulation</u> *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. <u>Managing self</u> *Be confident to try new activities and show independence, resilience and |

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| | | | | | | <p>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. <i>Sun safety</i> <u>Building Relationships</u> *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. *Winning and losing – sports day!</p> | |
| <p>Children's mental health and wellbeing will be promoted through daily meditation sessions, weekly yoga, My Happy Mind programme, celebration assemblies and story/non-fiction books and songs.</p> | | | | | | | |
| <p>Link to behaviour for learning</p> | <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours <ul style="list-style-type: none"> ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty | | | <p>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</p> <div data-bbox="1917 947 2326 1142" data-label="Image"> </div> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p> | | | |

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| Physical Development NC links: PE | 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 . | | | | | |
| Nursery | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Gross motor skills | Use large-muscle movements to wave flags and streamers, paint and make marks. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use one-handed tools and equipment, for example, making snips in paper with scissors. | Go up steps and stairs, or climb up apparatus, using alternate feet Start taking part in some group activities which they make up for themselves, or in teams. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. to enlarge a small hole they dug with a trowel. | Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Choose the right resources to carry out their own plan. For example, choosing a spade | Use a comfortable grip with good control when holding pens and pencils. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. | |
| Fine motor skills | Reception | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | PE - ABC's – agility, balance, coordination. Fundamental skills & fitness. Working safely in a space. Developing good balance on the balance bikes. Revise and refine the fundamental movement skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping – climbing | PE - ABC's – agility, balance, coordination. Fundamental skills & fitness. Working safely in a space. Set up obstacles for wheeled vehicles to move in, around and through. 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 | PE - ABC's – agility, balance, coordination. Fundamental skills & fitness. Know/Talk about the different factors that support their overall health and wellbeing: regular physical activity/ healthy eating/ toothbrushing/ sensible amounts of screen time/ good sleep routine. Develop overall body-strength, balance, co-ordination and agility. | PE - ABC's – agility, balance, coordination. Fundamental skills & fitness. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 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 | PE - ABC's – agility, balance, coordination. Fundamental skills & fitness. Encourage children to be highly active and get out of breath several times every day. | PE - ABC's – agility, balance, coordination. Fundamental skills & fitness. <u>ELG: Gross Motor Skills</u> 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. |

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| | <p>Further develop the skills they need to manage the school day successfully: lining up and queuing - mealtimes - personal hygiene</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> | <p>Progress towards a more fluent style of moving, with developing control and grace.</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>Develop the foundations of a handwriting style which is fast, accurate and efficient. Combine different movements with ease and fluency.</p> | | | <p><u>Fine Motor Skills</u> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p> |
| | <p>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. Examples of fine motor activities: Threading & sewing, handling scissors & cutting, weaving, playdough, joining construction pieces, jigsaws, brush strokes using thick & thin paintbrushes, hammering pegs in boards, fastening/unfastening buttons & zips, mixing, pouring, making models, dressing & undressing dolls, playing with small world toys, drawing, tracing. Children will engage in regular sessions of dough disco, squiggle wiggle or write move activities.</p> | | | | | |

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| | Me & My Community | Once upon a Time | Starry Night | Ready, Steady, Grow! | Big Wide World | Sunshine & Flowers |
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| Literacy NC links: English | 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) | | | | | |
| | Nursery | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Masked Reader! Spring term. | Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing | Engage in extended conversations about stories, learning new vocabulary. | Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. | Write some letters accurately. Write some or all of their name. | |
| | Reception | | | | | |
| Junior Learning Letters and Sounds | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Word reading: Children will have daily phonics lessons and two reading practice sessions. Pick & Mix time! <i>Children will decorate an envelope and place inside a favourite book from home. During 'Pick & Mix' times individual children will share their special book with their peers. This will happen each term.</i> | <u>Phonics – phase 2</u> s a t p i n m d g o c k c k e u r Reading: *Orally blend. *Read individual letters by saying the sound for them. *Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. *Read some letter groups that each represent one sound and say sounds for them. *Begin to read tricky words e.g., is, to. *Through twice weekly reading practice sessions children will – decode, read with some expression and answer comprehension questions. | <u>Phonics – phase 2</u> h b f ff l l s s <u>Phase 3</u> j v w x y z z z words with s/s/ added at the end (hats, sits) Reading: *Reading CVC words. * Know that print is read from left to right. *Show children how to touch each sound button when reading words. *Read digraphs (two letters one sound) in words e.g. bell. *Begin to read simple captions e.g. pat a dog. Continue a rhyming string. | <u>Phonics – phase 3</u> Upper case letters qu ch sh th (voiced) th (unvoiced) ng ai ee igh e/ee oa oi oo (short) oo (long) words with double letters: dd mm tt bb rr gg pp ff Reading: *Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. *Alliteration games. | <u>Phonics – phase 3</u> ow (“how”) ow (low) ow/oa ar air ai ear er ur er or ure ur Syllables Longer words Words ending in -ing Compound words Words ending with -es at end /z/ Reading: *Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | <u>Phonics – phase 4</u> CVCC words (nd mp nt nk ft st lt lk sk). CCVC words (fr br cr tr gr dr pr). CCVC words (pl bl gl sl fl cl s tsp sn sm sw). CCVCC (short vowel). CVCC CCVC CCVCC (long vowel) Reading: *Read with increasing fluency and some expression. *Re-read what they have written to check it makes sense. *Naming letters of the alphabet. | <u>Phonics – phase 4</u> CVCC CCVC CCVCC (long vowel) Phase 4 words Revision ELG: <u>Word Reading:</u> 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. |

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| <p>Focus text High quality books to promote a love of reading comprehension & writing.</p> | <p>Focus text</p>  | <p>Focus text</p>  | <p>Focus text</p>  | <p>Focus text</p>  | <p>Focus text</p>  | |
| <p>Language Comprehension: Developing a passion for reading.</p> <p>Children will take home a sharing book each week. Link up with our local library.</p> | <ul style="list-style-type: none"> *Enjoy and join in with rhymes, and songs and show an interest in stories with repeated refrains. *Learn new vocabulary. *Environment print – signs and labels. *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. *Respond to illustrations. *Take pleasure in sharing with their peers, a special book they have brought in from home. | <ul style="list-style-type: none"> *Whole class Tales Toolkit story narratives. *Begin to understand story structure. *Sequence pictures to retell main events of a familiar story. *Retrieval skills – What? Who? Where? *Retell stories related to events through drama & music/role play/small world play. *Identify common themes in traditional tales - characters and settings. *Story Maps to retell main events of a familiar story. *Communal story telling. <p>:</p> | <ul style="list-style-type: none"> *Tales toolkit to encourage narratives in play. *Tales Toolkit story making in small groups. *Recycle a familiar story - map it and orally retell it. *Enjoy an increasing range of books. | <ul style="list-style-type: none"> *Enjoy Non-fiction books to help them gain knowledge and understanding of the world in which they live. *Re-read favourite books for enjoyment and engagement. *Engage and enjoy in World Book Day activities. *Tales Toolkit to develop their own narratives. *Retell a TT story to an audience. | <ul style="list-style-type: none"> *Enjoy stories from other cultures. *Use story language when acting out a narrative. *Sort books into categories including both fiction/non-fiction and poems and rhymes. * Make predictions – What will happen next in the story? <p><u>ELG</u> <u>Comprehension:</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> | |
| | <p>Writing focus</p> <p>Hear and say initial sounds in words.</p> <p>Write their name.</p> <p>Begin to form lower case letters – phase 2.</p> <p>Write for pleasure and give meaning to marks.</p> | <p>Writing focus</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Form lower-case and capital letters correctly.</p> <p>Write their name starting with a capital letter.</p> | <p>Writing focus</p> <p>Write short sentences with words with known letter-sound correspondences and begin to use a capital letter and full stop.</p> <p>Form lower-case and capital letters correctly.</p> | <p>Writing focus</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> | <p>Writing focus</p> <p>Confidently attempt to write words, captions and sentences with taught graphemes and tricky words.</p> <p>Letter formation linked to letter families.</p> <p>Write a simple narrative using the Tales Toolkit strategy.</p> | <p>Writing focus</p> <p><u>ELG: Writing</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> |

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| | | Write CVC words with taught graphemes. Write labels and simple captions using known phonics. | | | | |
| | <p>Writing opportunities</p> <p>Weekly 'Drawing Club' sessions linked to a quality text or animation. Focus on character, setting and adventure!</p> <p>Party invitation Birthday card Party/Shopping list Who's at the door – Labelling a picture.</p> | <p>Writing opportunities</p> <p>Drawing Club Label autumnal pictures/animals/story maps. Get well card for Grandma. Invitation to the ball. Map for Red Riding hood. Labelling a story map. Christmas letters/lists.</p> | <p>Writing opportunities</p> <p>Drawing Club</p> <p>Simple caption for a winter picture. Label parts of an owl. Speech & thought bubbles. Character description.</p> | <p>Writing opportunities</p> <p>Drawing Club</p> <p>Lists of favourite food. Speech bubbles for story characters. Diary of a bean. Recycle the story 'The Gigantic ...' Instructions.</p> | <p>Writing opportunities</p> <p>Drawing Club</p> <p>Labelling a map to show a bus journey. Speech and thought bubbles. Write a letter.</p> | <p>Writing opportunities</p> <p>Drawing Club</p> <p>Labels and lists - sea creatures. What's in my bucket? Facts about worms. Simple sentence to describe a minibeast. Label a flowering plant.</p> |

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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Me & My Community | Once upon a Time | Starry Night | Ready, Steady, Grow! | Big Wide World | Sunshine & Flowers |
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| Mathematics NC Links: Maths | 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 | | | | | |
| | Nursery | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Mastering Number: NCETM Number & Numerical patterns | Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. | Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Understand position through words alone – for example, "The bag is under the table," – with no pointing. | Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corner', 'straight', 'flat', 'round'. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Extend and create ABAB patterns – stick, leaf, stick, leaf. | Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. | Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' | |
| | Reception | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."</i> – Shakuntala Devi | Subitising: *Perceptually subitise within 3. *Identify sub-groups in larger arrangements. *Explore 4. *Use their fingers to represent quantities which they can subitise. *Experience subitising in a range of contexts. Cardinality, ordinality & counting: *Counting rhymes and songs. *Develop an understanding that anything can be counted, including actions and sounds. Composition: *See that all numbers can be made of 1s. *Compose their own collections within 4. Comparison: | Subitising: *Subitise within 5, perceptually and conceptually. What do you see and How do you see it? Cardinality, ordinality & counting: *Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. *Count beyond 5 *Recognise numerals, relating these to quantities they can subitise and count. Composition: *Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot. *Explore the composition of numbers within 5. Comparison: | Subitising: *Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. *Explore a range of patterns made by some numbers greater than 5. •Experience patterns which show a small group and '1 more'. *Continue to match arrangements to finger patterns. Cardinality, ordinality & counting: *Continue to develop verbal counting to 20 and beyond. *Count objects using a range of strategies to develop accuracy. *Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10. *Order numbers, linking cardinal and ordinal representations of number. | Subitising: *Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. Cardinality, ordinality & counting: *Continue to consolidate their understanding of cardinality, working with larger numbers within 10. *Become more familiar with the counting pattern beyond 20. Composition: *Explore the composition of odd and even numbers, looking at the 'shape' of these numbers. *Begin to link even numbers to doubles. *Begin to explore the composition of numbers within 10. Comparison: *Compare numbers, reasoning about which is more, using both an | Subitising: *Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns. *Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. *Identify when it is appropriate to count and when groups can be subitised. Cardinality, ordinality & counting: *Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers. | In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. 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. Numerical Patterns: |










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| | <ul style="list-style-type: none"> *Use the language of comparison, including 'more than' and 'fewer than' *Compare sets 'just by looking'. *Match & Sort objects. | <ul style="list-style-type: none"> *Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching. *Understand that some sets are the same number and are equal amounts. | <p>Composition:</p> <ul style="list-style-type: none"> *Explore the composition of 5 and 6 and practise recalling 'missing' or 'hidden' parts for 5. *Begin to see that numbers within 10 can be composed of '5 and a bit'. <p>Comparison:</p> <ul style="list-style-type: none"> *Continue to compare sets. *Continue to compare sets by matching, identifying when sets are equal. *Explore ways of making unequal sets equal. | understanding of the 'how many ness' of a number, and its position in the number system. | <ul style="list-style-type: none"> *Develop confidence and accuracy in both verbal and object counting. Composition: *Explore the composition of 10. <p>Comparison:</p> <ul style="list-style-type: none"> *Order sets of objects, linking this to their understanding of the ordinal number system. | 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. |
| Measure, Shape & Spatial thinking White Rose Maths | Compare size, mass and capacity (1) Continue, copy and create repeating patterns. | Circles and triangles Positional language Shapes with 4 sides Time – My Day | Compare capacity (2) Compare mass (2) Length & height Time | 3D shape Pattern (2) | Spatial reasoning (1) Match, Rotate, manipulate Spatial reasoning (2) Compose and decompose | Spatial reasoning (3) Visualise & Build Spatial reasoning (4) Mapping |

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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Me & My Community | Once upon a Time | Starry Night | Ready, Steady, Grow! | Big Wide World | Sunshine & Flowers |

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| Understanding the World/Festivals NC Links: History, Geography, PSHE & Science | 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 | | | | | |
| | Nursery | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Past & Present People, Culture and Communities The Natural world | Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/ or different properties. Talk about what they see, using a wide vocabulary. | Begin to make sense of their own life-story and family's history. Explore how things work. | Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice. Show interest in different occupations. | Explore and talk about different forces they can feel. Continue developing positive attitudes about the differences between people. | Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | |
| | Reception | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | <p><i>Talk about members of their immediate family and school community.</i></p> <p><i>Name and describe people who are familiar to them.</i></p> <p>How I have changed – from baby to now I am 4/5. Identify people who help me at home, in school and in our community (emergency services).</p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <p>Birthday celebrations – How do you celebrate your birthday?</p> <p>Understanding the meaning of a harvest festival. Bake bread and link to the story 'Little red Hen'.</p> <p><i>Understand the effect of changing seasons on the natural world around them.</i></p> | <p><i>Compare and contrast characters from stories, including figures from the past.</i></p> <p><i>Comment on images of familiar situations in the past.</i></p> <p>Know that fairy tales are set in the past. Kings & Queens in stories. Identify members of our Royal family, including the late Queen Elizabeth II. Look at images of old clothes, new clothes and compare.</p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <p>Use our senses to explore the theme of: Bonfire Night, Diwali, Remembrance Sunday, Hanukkah, Christmas.</p> <p>Share experiences of Christmas – food, traditions, people, games. Christmas around the world. What is a celebration?</p> <p><i>Understand that some places are special to members of their community.</i></p> | <p>New year – hopes for the year ahead. <i>Recognise some environments that are different to the one in which they live.</i></p> <p>Out in space – Look at images of first man on the moon! Space journeys. Would you like to live on the moon? What happens when I fall asleep? Comparing day and night.</p> <p><i>Explore the natural world around them.</i></p> <p>Understand that animals who come out at night are nocturnal. Darkness is the absence of light.</p> <p><i>Understand the effect of changing seasons on the natural world around them.</i></p> <p>Use our senses to explore and identify winter. Where is it always cold? Feeding and caring for the birds</p> | <p><i>Understand the effect of changing seasons on the natural world around them.</i></p> <p>Explore and identify the season of Spring. Compare the changes of winter to spring. Explore the life cycle of a frog.</p> <p><i>Recognise some environments that are different to the one in which they live.</i></p> <p>Different environments have different climates.</p> <p><i>Draw information from a simple map.</i></p> <p>Aerial farm pictures.</p> <p><i>Explore the natural world around them.</i></p> <p>Food and farming. What do plants need? Growing beans Animals and their babies. <i>Comment on images of familiar situations in the past.</i></p> <p>Farms in the past.</p> | <p><i>Draw information from a simple map.</i></p> <p><i>Recognise some environments that are different to the one in which they live.</i></p> <p>Exploring maps and a globe. Google Earth – where do I live? Where is Africa? Journeys and planning a trip.</p> <p><i>Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p>Fantastic journeys. All around the world. Animals around the world Natural habitats: oceans, woodlands, ponds & gardens. Children around the world. On Safari.</p> <p><i>Exploring the natural world around them.</i></p> <p>Caring for and looking after our world. Sir David Attenborough. Floating & sinking.</p> | <p><i>Understand the effect of changing seasons on the natural world around them.</i></p> <p>Explore the seasonal changes of summer. Fun in the sun. Keeping safe in the sun.</p> <p><i>Explore the natural world around them.</i></p> <p>Sunflower challenge. Flower families. Caring for plants and flowers. Who's in the garden? A day at the beach. Underwater sea creatures.</p> <p>Natural phenomena, including shadows, reflections and echoes. How are shadows formed? How do shadows change?</p> <p><i>Comment on images of familiar situations in the past.</i></p> <p>Holidays in the past.</p> <p>ELG: <u>Past and Present:</u> 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.</p> |





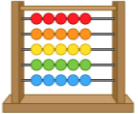


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| | <p>Use our senses to explore the outdoor environment including the changes in the weather.</p> <p>Begin to identify autumn.</p> | <p>Visit Christ Church for a Wiggle worship Christmas and interact with members of the church.</p> <p><i>Use their senses to describe and explore the natural world around them.</i></p> <p>Go for an autumn walk.</p> <p>Who lives in the woods?</p> <p>Hibernating hedgehogs</p> <p>Light reflecting on shiny materials.</p> | | <p><i>Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p>Food from other countries – Chinese, Indian, Mexican, Italian</p> <p>Use our senses to explore a variety of food.</p> | <p>Life cycle of a butterfly.</p> | <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities</u></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><u>The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |
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| | Me & My Community | Once upon a Time | Starry Night | Ready, Steady, Grow! | Big Wide World | Sunshine & Flowers | |
| Expressive arts and design NC Links: Art Design & Technology | The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | | |
| Nursery | | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
| Creating with materials Being Imaginative & expressive | Take part in simple pretend play, using an object to represent something else even though they are not similar. Create closed shapes with continuous lines, and begin to use these shapes to represent objects Listen with increased attention to sounds. Play instruments with increasing control to express their feelings and ideas. | Draw with increasing complexity and detail, such as representing a face with a circle and including details. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Remember and sing entire songs. | Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. | Explore colour and colour-mixing. Develop their own ideas and then decide which materials to use to express them. Create their own songs or improvise a song around one they know. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. | Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Respond to what they have heard, expressing their thoughts and feelings. Use drawing to represent ideas like movement or loud noises. | | |
| Reception | | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
| | Kapow music scheme – Exploring Sound: How to use our voices and bodies to make sound. <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i> <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> Join in with songs & nursery rhymes. Music appreciation – what do you like about this piece of music? How does it make you feel? Understanding 'pulse'. Moving to music – expressing different moods. Explore colour mixing & link colours to feelings. Self-portraits and pencil drawings of our families. | Kapow music scheme – Celebration music: Explore music from a range of cultures and religious celebrations including Diwali and Christmas. <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them</i> <i>Develop storylines in their pretend play.</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i> Join in with National nursery rhyme week. Dance a story. Bonfire night songs. Firework pictures. Nativity play – singing, dancing and acting! Role play - act out familiar stories. Design and build a gingerbread house, a bridge for the Billy Goats, a strong house for the 3 little pigs. Design a new sledge for Santa. | Kapow music scheme – Music and movement: Create simple actions to songs, move to a beat and express emotions/feelings through music. <i>Create collaboratively sharing ideas, resources and skills.</i> <i>Explore and engage in music making and dance, performing solo or in groups.</i> Step into the picture – explore movement e.g. rolling a snowball. Story maps and props to retell and act out stories. Design & make bird feeders to place in the forest and outdoor area. Use paint and charcoal to create winter tree pictures. Explore ice/snow art. Explore cold colours. Collage owls. Making lanterns, Chinese writing, songs and dancing. | Kapow music scheme – Musical stories: Music can be used to create moods and characters. <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i> <i>Explore, use and refine a variety of artistic effects.</i> <i>to express their ideas and feelings.</i> Dance a story 'The Gigantic Turnip'. Watch a story performance from the Northern Ballet. Observational drawings of daffodils or tulips. Printing with vegetables. Collage blossom trees. Kapow Art & Design – Seasonal crafts: Spring petal mandala suncatchers and egg threading. Painting & Mixed media: Landscape art inspired by Megan Coyle. | Kapow music scheme – Transport: Using voices, bodies and instruments to explore different types of transport. <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i> <i>Create collaboratively sharing ideas, resources and skills.</i> Design and make junk models of minibeasts. Make a minibeast mask for our Ugly bug ball. Minibeast puppets using socks –Recycle materials to create art and models. Construct large boats, vehicles for our journey. | Kapow music scheme – Big Band: Learn about the four different groups of musical instruments, following a beat using untuned instrument and perform a song. <i>Explore and engage in music making and dance, performing solo or in groups.</i> Explore mixed media artwork. Create sea creatures using collage, junk, paint – large and small scale. Create bucket worlds of our own. Father's Day crafts. Shadow puppets. Create a musical seaside score and perform to others. | |

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| | <p>Kapow Art & Design - Marvellous marks: Explore mark making through different drawing materials.</p> | <p>Painting, explore thick & thin brushes. Explore printing with leaves. Create own Leaf man/lady/animal.</p> <p>Kapow Art & Design – Seasonal Crafts: Autumn and Christmas. Painting and mixed media: Group art, create large firework picture.</p> | <p>Kapow Art & Design – Craft and design: Let's get crafty: Develop cutting, threading, folding and joining skills.</p> | | <p>Act out 'We're going on a lion hunt'.</p> <p>Kapow Art & Design –Sculpture and 3D: Creation station: 3D clay animal sculptures.</p> | <p>Kapow Art & Design - Painting and media: Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art. Seasonal crafts: salt painting (shell patterns).</p> |
| Inspired by the work of others. | <p>Jackson Pollock</p>  <p>Explore drip technique – splashing, pouring & mixing colour.</p> | <p>Andy Goldsworthy</p>  <p>Explore art and sculpture in natural settings.</p> | <p>Van Gogh</p>  <p>Explore brushstrokes and creating images of the night sky.</p> | <p>Megan Coyle</p>  <p>Explore collage and create landscape collages inspired by Megan Coyle.</p> | <p>Edward Tingatinga</p>  <p>Explore bold and bright colours. Sketch & paint pictures of animals.</p> | <p>Emily Notman</p>  <p>Exploring textiles. Stitching, printing, mixed media. Gardens & flowers. Whole class project – wall hanger.</p> |
| Make believe! | <p>Role play opportunities Home area – birthday celebrations. Exploring the roles of people who helps us.</p> | <p>Role play opportunities Re-enacting familiar stories using props/masks. Christmas in the home area. Santa's workshop - outdoors.</p> | <p>Role play opportunities Shop – supermarket.</p> | <p>Role play opportunities Garden centre/café role play. Supertato – act out and imagine a new problem for Supertato!</p> | <p>Role play opportunities Vets for Pets!</p> | <p>Role play opportunities Ice-cream shop/parlour.</p> |
| RE – Religious Education | <p>I am special Harvest</p>  | <p>Special People What is prayer? Advent/Christmas</p> | <p>Epiphany Stories Jesus heard Stories Jesus Told</p> | <p>What makes a person special? Easter</p> | <p>Special places</p> | <p>Special Times</p> |
| Christ Church School Values | <p>Perseverance</p>  | <p>Perseverance Advent</p> | <p>Love</p> | <p>Respect</p> | <p>Kindness</p> | <p>Wisdom</p> |
| <p>Active Citizenship How can we be good citizens?</p> <p>British values  Mutual respect and tolerance of other faiths and beliefs Rule of law</p> | <p>Looking after our immediate and local area Litter picking and planting – plant bulbs</p> <p>Individual liberty – It's good to be me! 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.</p> | <p>Caring for our community & living things – visit a local care home and sing Christmas carols/songs. Build a hedgehog home.</p> <p>Our Royal family.</p> <p>Mutual respect – Everyone is special, everyone is welcome in our school. We are all unique. We respect differences between different people and their beliefs in our community, in this country and</p> | <p>Showing care for living things – Build a bird feeder. Take part in the RSPB bird watch.</p> <p>Mutual Tolerance - 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.</p> | <p>Showing care and concern for our environment & living things. Develop our vegetable plot. Learn about traditional British food – afternoon tea, fish and chips. Democracy – Farmer duck – fairness. Democracy - 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.</p> | <p>Showing care for living things – Build a bug hotel and create a butterfly garden.</p> <p>Law – Goldilocks & the Three bears – Did she keep the rule of law? Rule of law - 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.</p> | <p>Plastic pollution in our oceans – what can we do? Recycle and reuse. Learn about the importance of recycling and reusing.</p> <p>Caring for our planet with Sir David Attenborough.</p> <p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great</p> |

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| Democracy Individual liberty | We understand and celebrate the fact that everyone is different. | all around the world. All cultures are learned, respected, and celebrated. | | We listen with intrigue and value and respect the opinions of others. | 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. | 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. |
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Early Learning goals – For the **End of Reception Year** – Holistic/Best fit judgement!

| Communication & Language  | Personal, Social, Emotional Development  | Physical Development  | Literacy  | Mathematics  | Understanding the World  | Expressive Arts and design  |
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| <p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p> | <p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> | <p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> | <p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |