



# EYFS at Godinton Primary

## Our School Vision

At Godinton Primary School, our team works hard to provide every child with a well-rounded education, enabling them to reach their full potential and succeed wherever their strengths and skills may lie. We strive for academic excellence in our pupils but believe that this should be delivered alongside an enriching and creative curriculum.



## Our EYFS Vision

Our Early Years Team work hard to ensure that every child develops a genuine **love of learning** and achieves their **full potential**. We have built a **holistic, creative** curriculum which endeavours to foster an **enthusiastic, curious** and **creative** community of learners who embrace **challenge**, are **resilient** and have **high expectations** of themselves and of others. We believe that **happy** children who are **active, confident, resilient, creative** and **curious** will be successful in all areas of their life. We value the **unique needs and interests** of every child and ensure that our curriculum holds their ideas at its heart. Our weekly 'I wonder' sessions reflect the **child's voice** and ensure that their questions and interests are interwoven into our curriculum.

We use the creative arts to **inspire** and embed a love of learning. Our **cross-curricular** approach ensures that the 'Prime Areas of Learning' underpin all activities and experiences. A balance of child and adult initiated tasks embed and reinforce skills and knowledge through an exciting and holistic approach. Children are encouraged to use **language** creatively and confidently, they develop strong fine and gross motor skills through a range of practical, **first-hand experiences** and have many opportunities to develop a **strong sense of self** and establish excellent **relationships** with others in a **caring** and **nurturing** environment.

Our EYFS curriculum has been carefully designed so that it embraces the children's developing needs and interests. Progression in knowledge, skills and concepts is planned and tailored to inspire every child's love of learning and ensures that coverage of the EYFS framework is achieved. Our cross-curricular approach enables children to make links in their learning and revisit prior teaching.

Children in the Foundation Stage at Godinton Primary are provided with a **wealth of experiences, knowledge and skills** which leads to a **smooth transition** into Key Stage One and prepares them for **future success**. We strongly believe that learning should be **fun, meaningful** and **memorable** so that children can continue to build upon their knowledge and skills which they retain for **life-long learning**.

We are committed to **equality** and aim for every child to fulfil their potential, no matter what their needs are. We value **diversity** and ensure that our curriculum content is **inclusive** and **accessible** for all learners, in line with the SEN code of practice.

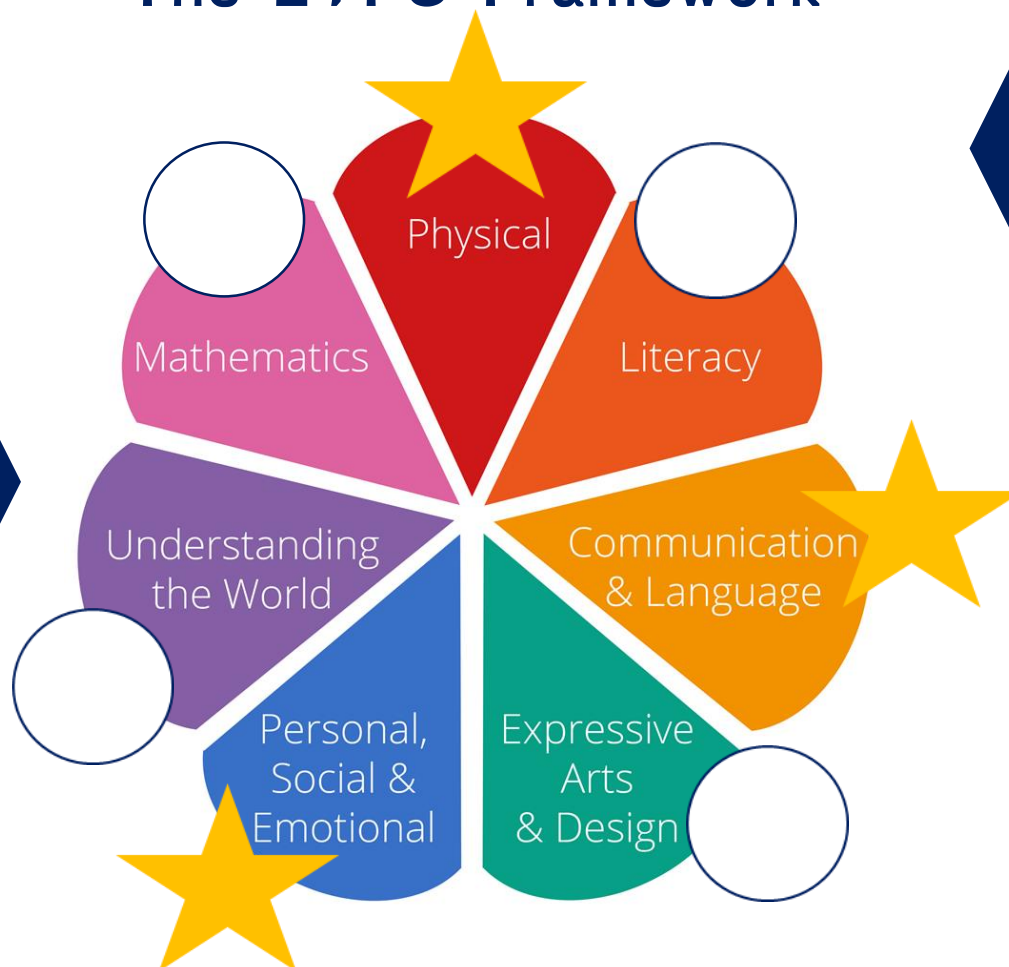
At Godinton Primary School, the Early Years Team continue to draw upon their **expertise** and ensure that **research** underpins their teaching so that the curriculum **evolves** and changes as the children grow. We regularly **review** our provision in order to **enrich** the education of every child.

Exciting '**Magical Moments**' are embedded within the curriculum to develop the children's **zest** for learning. We value and encourage children to recognise their individual **strengths, ambitions, skills and dreams** so that...

**'Together we shine and reach for the stars'.**



# The EYFS Framework



Creating &  
Thinking  
Critically

Playing &  
Exploring

Active  
Learning

A Unique Child

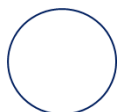
Positive  
Relationships

Enabling Environments  
& Adult Support

Learning &  
Development



Prime Areas



Specific Areas



Characteristics of Effective Learning



# Characteristics of Effective Learning

## Playing & Exploring

Children investigate and experience a range of activities, 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 persevere 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. conclusions.

## Creating & 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

### A Unique Child

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

### Positive Relationships

Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

### Enabling Environments & Adult Support

Children flourish and make good progress with their learning and development in safe and secure environments where routines are established and adults respond to their individual needs and passions, helping them to build upon their learning over time.

### Learning & Development

Children develop and learn at different rates and their varying needs are recognised and supported effectively throughout the year.



# Our EYFS Curriculum is...

Constantly  
evolving

Child-  
centred

Responsive  
to the  
children's  
needs and  
interests

Tailored  
to each  
cohort

Igniting  
curiosity

Inclusive  
and  
diverse

Flexible

Inspiring

Packed  
with  
ambitious  
vocabulary

Playful

Encouraging  
independence

Broad  
and  
balanced

Full of  
wonder  
and  
magic!



## Because...

The International Early Learning and Child Well-being Study shows that **curiosity** is indeed helpful, finding strong relationships with five-year-olds' learning in emergent literacy, numeracy, mental flexibility and even in children's abilities to retain and recall information. **Curiosity** is more strongly linked to these early cognitive outcomes than the other areas of early social-emotional development included in the study, such as being confident or well-behaved.

Phair, R. (2021)

Early **language** is one of the strongest predictors of later development through school and in life. For example, children with a poor **vocabulary** at age 5 are more than twice as likely to be unemployed at age 34.

APPG on Social Mobility (2019)

Through **play**, children develop the skills they'll need to excel in teacher-led instruction, along with confidence in their ability to be social.

Gray (2013)

Only through **play** can children develop both cognitive skills (IQ) and emotional skills (EQ); they need both to succeed in school and in life. For kids, play isn't the opposite of learning. *Play is total learning.*

National Institute for Play





# Let's Play!

At Godinton Primary School, we understand that children learn best when they are absorbed, interested and active. We also recognise that active learning for a child involves other children and adults as well as interesting objects, ideas, stimuli and events that aim to engage and involve them for sustained periods of time. We believe that Early Years education should provide children with as many first hand experiences as possible and therefore, we are proud that our EYFS setting has an ethos of '**learning through play**'. Play is essential for children's development across all areas of learning and builds children's confidence and self-esteem as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children at Godinton Primary School are provided with many opportunities to lead their own play alongside adults who enrich and develop their understanding and use of language.



# Exciting Environments that Foster Play, Creativity and Imagination

Resources and learning opportunities that are accessible to the children at all times.

Continuous Provision



Things we add to our provision to fit a particular theme / topic or to meet a specific skill we would like the children to develop.

Enhancements







# I Wonder...



How strong is ice?



How do you make an igloo?



How do plants eat bugs?



How do bees make honey?

At Godinton, we understand the importance of fostering children's natural curiosity and it therefore forms an important part of our curriculum. Alongside engaging environments and irresistible invitations to play, we encourage all our children, with the help of their parents and carers, to put forward any 'I wonder' questions they may have that relate to our termly topic. These then form part of our weekly planning and enable us to tailor our teacher-directed sessions to meet the children's interests.

‘Curiosity’



Our Guiding Stars are the key 'life skills' that we want our children to use in order to be successful in their learning. They are derived from our school values. The Guiding Stars look at developing the children's abilities to work with others, achieve their personal best and to aim high in all areas. They encourage our children to be active learners and to develop resilience if they should find something tricky. Across the year we further develop the children's understanding of our guiding stars by learning about well-known figures who demonstrate these qualities and behaviour skills.



Year Group Heroes







# Our Taught Curriculum

We know that children learn best when learning stems for their own interests, when they encounter new and exciting things, and when they are given the freedom to explore the world around them. However, we also want our children to gain a wide breadth of knowledge, a bank of ambitious vocabulary, and the essential skills needed to reach their full learning potential. This is why we have carefully curated our taught curriculum. The following bank of activities, skills and knowledge that we have thoughtfully chosen to include will generally stay the same. However, some activities, themes or texts will vary depending on the cohort of children, their interests, culture, background and prior experiences.



The following pages outline what we teach and what children will learn.



# Our Curriculum Overview

**NB:** *These themes may be adapted at various points to allow for children's interests to flow through the provision*

	AUTUMN 1 	AUTUMN 2 	SPRING 1 	SPRING 2 	SUMMER 1 	SUMMER 2 
<b>General Themes</b>  (These may change depending on cohort)	<b>Me and My World!</b>  My new class / Families / Belonging / Community / Homes People who help us / Staying healthy / Food / Human body including dental hygiene / Feelings / Differences and Similarities / Friendships / Staying Safe	<b>Hello Autumn!</b>  Seasonal change Diwali Christmas Firework Night British Woodland Animals Tree Boggarts Happy Habitats Animal Movements Animal Patterns Festivals The Nativity /Christmas fairy	<b>It's Cold Outside!</b>  Polar Regions Explorers Northern Lights Arctic Animals Chinese New Year Jack Frost New Beginnings	<b>Ready, Steady, Grow!</b>  Plants & Flowers Weather / seasons The great outdoors Planting seeds Looking after the planet Magical creatures (Bog Babies) Lifecycles Look at us grow! Exploring change	<b>A Royal Adventure!</b>  Kings and Queens Story settings Map making Imaginary Stories Dragons and Knights St George Castles London Our Royal Family	<b>To Infinity and Beyond!</b>  Journeys and transport (e.g. rocket, bus, magic carpet, hot air balloon) A magic carpet ride A journey around the world (linked to Snail and the Whale). Transition to Year 1 A journey back in time to visit the dinosaurs? (linked to children's interests)
<b>Year Group Hero</b>    (linked to our Guiding Stars)	  To start in Term 2: Sir David Attenborough (motivation, risk-taking, teamwork and problem-solving)		  'Polar Preet' (self-confidence, independence, personal best and perseverance)		  Overlaps from Term 4: Julia Donaldson (self-confidence, communicating, creative thinking)	
<b>Magical Moments</b>	A visit from a person who helps us  Building a scarecrow!    Harvest	Visits from the Christmas Wish Fairy and a lost Stickman!    Bonfire Night /Remembrance Day Christmas Time / Nativity /Diwali / Autumn Walk /Christmas Parties	A penguin mysteriously appears in the classroom!  A Chinese New Year Party!    Internet Safety Day Mental Health Week Pancake Day	A creepy crawly visit!  An Ugly Bug Ball!  Growing caterpillars    Mother's Day Easter Red Nose Day	A mystery egg is found in the classroom. What could be inside?  A party fit for a King, complete with homemade pizza!  	A visit from the Naughty Bus!  End of year showcase!  



# Outside



At Godinton, we know how important being outside is to young children's learning and development. Our immediate outside space is carefully considered throughout the year, with opportunities for children to run, jump, climb, balance, ride and build, whatever the weather. Children have access to water, sand, mud and gravel and are provided with opportunities to grow plants and investigate the natural world around them. Children are able to develop all areas of learning in our outside area, through activities such as painting on a large scale, using jumbo five-frames to count natural materials, whisking shaving foam, and recording their discoveries on clipboards. We also make the most of our beautiful and extensive grounds by visiting the field, pond and forest!

Our motto for outside learning is:

**BIGGER, LOUDER, MESSIER!**

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Me and My World!</b>	<b>Hello Autumn!</b>	<b>It's Cold Outside!</b>	<b>Ready, Steady, Grow!</b>	<b>A Royal Adventure!</b>	<b>To Infinity and Beyond!</b>
Forest Adventure to begin in Term 3.  Children familiarise themselves with EYFS outside area and zones, including pirate ship playground.	Introduction to shelter building using both given and found materials in EYFS outside area. Links made to autumn and British wildlife.	Forest Adventure begins:  Introduction to rules and boundaries. Activities based on 'Stanley Stick'. Finding special items in the forest, choosing and customising stick, whittling using peelers.	Forest:  Building dens on a larger scale for toys and through working with others. Introduction to tripod structure.  Introduction to the pond area linked to minibeast topic.	Forest:  A party fit for a king. Mud kitchen creations.  Crown-making using natural materials found in the forest.  Introduction to the school field and surrounding environments.	Forest:  Introduction to fire. Fire safety. How to make kindling.

## Seasonal Walks



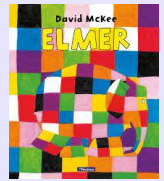

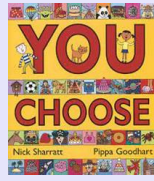





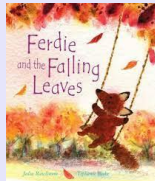
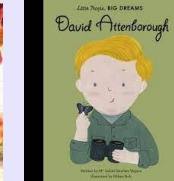
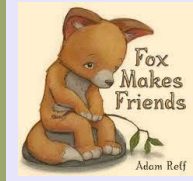





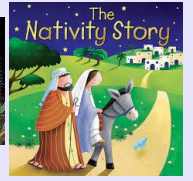



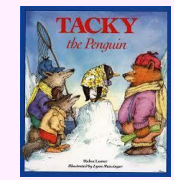

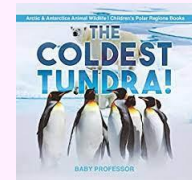


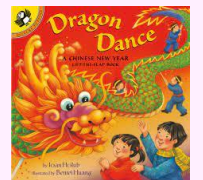


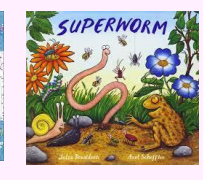

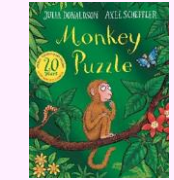
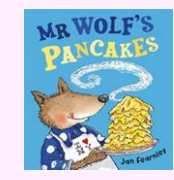
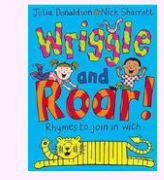
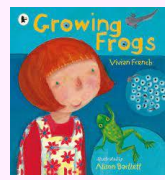

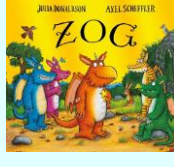
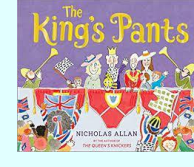

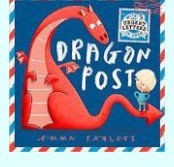
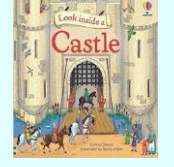
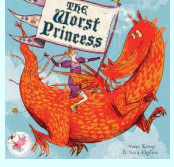

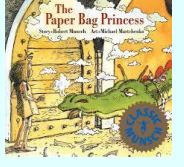
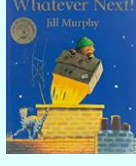
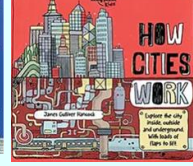

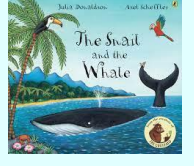

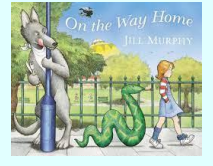
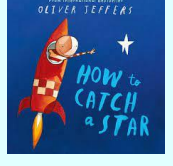
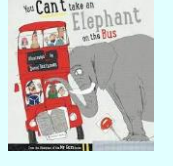
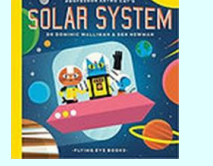






# Our Curriculum Overview

## Texts we may read

<p>1</p> <p>Me and My World!</p>	         
<p>2</p> <p>Hello Autumn!</p>	        
<p>3</p> <p>It's Cold Outside!</p>	        
<p>4</p> <p>Ready, Steady, Grow!</p>	        
<p>5</p> <p>A Royal Adventure!</p>	        
<p>6</p> <p>To Infinity and Beyond!</p>	        



# Vocabulary

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Me and My World!	Hello Autumn!	It's Cold Outside!	Ready, Steady, Grow!	A Royal Adventure!	To Infinity and Beyond!
Family Home Friendship Belong Different Same Community Special Parents Siblings Feelings Emotions Happy Sad Worried Angry Scared Excited Emergency services New beginnings Rules Promises	Autumn Habitat Documentary Stomp Soar Whizz Bang Pop Screech Fizz Zoom Remembrance Celebrate Festival Diwali Nativity Manger Frankincense Gold Myrrh Christmas Christingle Bible Worship Believe God	Temperature Frost Expedition Ice Melt Freeze Winter Polar Arctic Antarctic Inuit Explorer Igloo Calendar Lunar Emperor Chinese Lantern Zodiac Promise Resolution Hope Wonder Describe	Lifecycle Minibeast Nectar Cocoon Transform Flip Batter Toss Hive Illustrator Author Honeycomb Nectar Hexagon Eggs Tadpole Froglet Frogspawn Soil Nutrients Weather conditions Roots Bulb Grow Month Spring Season Blossom Daffodil Easter Cross Jesus	Egg Hatch Mystery Surprise Nest Predict Guess Dragon St George England Saint Duel Shield Spear Coronation King Monarchy Throne Banquet Invitation Menu Feast Castle Moat Turret Arrow slit Knight Drawbridge Princess Spell Potion Wizard Magic Disguise	<i>Varies depending on children's interests:</i> Journey Travel Transport Discover Ocean Volcano Desert Coast Land Environment Country Town City Countryside Village United Kingdom Map Jungle Air Hot air balloon View Space Astronaut Planets Solar system Milky way Galaxy Stars Rocket Universe Moving on Fossil Extinct Ferocious Humungous

'Wow Words'

Additional vocabulary to be added depending on children's interests and backgrounds, shared experiences and stories.





# Communication and Language



## Statutory Education Programme:

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 providing them with extensive opportunities to use and embed new words in a range of contexts, provides children with many opportunities to thrive. Through conversation, story-telling and role play, children share their ideas with support. Sensitive questioning and modelling from their class teacher also enables them to elaborate and become comfortable using a rich range of vocabulary.

Makaton

Wow Words

C&L is developed throughout the year through high quality interactions, daily group discussions, circle time sessions, PSHE times, stories, singing, speech and language interventions and weekly interventions. All children are taught a range of Makaton signs and actions and are exposed to carefully selected and ambitious vocabulary (wow words) on a weekly basis.

High-quality interactions





## Communication and Language

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Me and My World!	Hello Autumn!	It's Cold Outside!	Ready, Steady, Grow!	A Royal Adventure!	To Infinity and Beyond!
<b>Welcome to EYFS</b> <ul style="list-style-type: none"><li>Settling in activities.</li><li>Meeting new friends.</li><li>Children to talk about experiences that are familiar to them.</li><li>What are your passions / goals / dreams?</li><li>Rhyming and alliteration tasks.</li><li>Sharing facts about me!</li><li>Mood Monsters and sharing the emotion check in board.</li><li>Sharing a range of stories.</li><li>Modelling routines throughout the day, for example, arriving in school: "Good morning, how are you?"</li><li>Introducing circle time activities.</li></ul>	<b>Tell me a story!</b> <ul style="list-style-type: none"><li>Develop vocabulary i.e. through drawing club.</li><li>Discovering passions</li><li>Tell me a story – retelling stories.</li><li>Story language to be developed.</li><li>Word hunts.</li><li>Listening and responding to stories.</li><li>Following instructions</li><li>Taking part in discussion.</li><li>Understanding how to listen carefully and why listening is important.</li><li>Use new vocabulary throughout the day.</li><li>Visits to the woods.</li><li>Use of books to develop their vocabulary.</li></ul>	<b>Tell me why!</b> <ul style="list-style-type: none"><li>Using language to explain and describe.</li><li>To ask how and why questions...</li><li>Discovering passions</li><li>Retell a story with story language.</li><li>Story invention – talk it through.</li><li>Ask questions to find out more and to check they understand what has been said to them.</li><li>Describe events in some detail.</li><li>Listen to and talk about stories to build familiarity and understanding.</li><li>Learn a range of rhymes, poems and songs.</li></ul>	<b>Talk it through!</b> <ul style="list-style-type: none"><li>Describe events in detail – time connectives.</li><li>Continue to discover passions.</li><li>Understand how to listen carefully and why listening is important.</li><li>Sustained focus when listening to a story.</li><li>Spring time walks outside.</li><li>Story telling in a range of ways i.e. story maps/puppet theatres etc.</li></ul>	<b>What happened?</b> <ul style="list-style-type: none"><li>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.</li><li>A range of role play opportunities.</li><li>Developing questioning skills – can they ask and answer a range of questions?</li><li>Continue to explore the 'recommended texts' for Reception and to know these well.</li></ul>	<b>Time to share!</b> <ul style="list-style-type: none"><li>Show and tell experiences i.e. children to discuss their homework experiences in greater detail.</li><li>Reading aloud books to children that will extend their knowledge of the world and illustrate a current topic.</li><li>Books are selected that contain photographs and pictures, for example, places in different weather conditions and seasons.</li><li>Transition activities in readiness for Year 1. Sharing their wishes for the future.</li><li>Children to explore texts in greater detail.</li></ul>



# Personal, Social and Emotional Development



## Statutory Education Programme:

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 are 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 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 appropriately. These attributes will provide a secure platform from which children can achieve at school and in later life.

Jigsaw

Circle Time

Worry  
Monster

PSED is developed throughout the year through high quality interactions, daily group discussions, circle time sessions, PSHE times, stories and singing. Children quickly adapt to the routines at school and are encouraged to become independent and confident in their approach to learning. We also follow the 'Jigsaw' scheme of work which has been adopted at our school.







# Personal, Social & Emotional Development

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Me and My World!	Hello Autumn!	It's Cold Outside!	Ready, Steady, Grow!	A Royal Adventure!	To Infinity and Beyond!
<p><b>‘Being me in my World’</b></p> <ul style="list-style-type: none"><li>• Daily PSHE sessions focus on settling into school.</li><li>• Circle time sessions provide opportunities to discuss new routines, rules, making friends and making responsible choices.</li><li>• A range of stories also help the children to explore their emotions and to help remember their new classroom rules.</li></ul>	<p><b>‘Dreams and Goals’</b></p> <ul style="list-style-type: none"><li>• <u>This term we use circle time sessions and stories to introduce:</u></li><li>✓ I understand that if I persevere I can tackle challenges. I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I'm older. I can say how I feel when I achieve a goal and know what it means to feel proud.</li></ul>	<p><b>‘Differences and Relationships’</b></p> <p><u>This term we use circle time sessions and stories to introduce:</u></p> <ul style="list-style-type: none"><li>✓ I know how to develop friendships with others. I can solve problems when they arise with friendships. I can use kind words to encourage people. I can understand that being different makes us all special. I can identify something that I am good at and understand that everyone is good at different things. I am starting to understand the impact of unkind words to others. I understand the importance of online safety.</li></ul>	<p><b>‘Celebrating Differences and Relationships’</b></p> <p><u>This term we use circle time sessions and stories to introduce:</u></p> <ul style="list-style-type: none"><li>✓ I know that we are all different but the same in some ways e.g. families, common characteristics and differences, through picture books and role play. • I can tell you why I think that my home is special to me e.g. looking at art houses from around the world and thinking about how they are different or the same; considering what is special about the children's bedrooms and homes to them; creating homes for teddies in role play and talking about them. • I can use kind words to stand up for myself when somebody does or says something unkind.</li></ul>	<p><b>‘Healthy Me’</b></p> <p><u>This term we use circle time sessions and stories to introduce:</u></p> <ul style="list-style-type: none"><li>✓ I understand that I need to exercise to keep my body healthy. I understand how moving and resting are good for my body. I know which foods are healthy and not so healthy and can make healthy eating choices. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me. I know how to keep my teeth healthy.</li></ul>	<p><b>‘Changing Me’</b></p> <p><u>This term we use circle time sessions and stories to introduce:</u></p> <ul style="list-style-type: none"><li>✓ I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving to Year 1. I can talk about my worries and/or the things I am looking forward to about being in Year 1. I can share my memories of the best bits of this year in Reception</li></ul>
<p>Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, 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"><li>✓ Controlling own feelings and behaviours</li><li>✓ Applying personalised strategies to return to a state of calm</li><li>✓ Being able to control impulsive behaviours</li><li>✓ Being able to concentrate on a task</li><li>✓ Being able to manage their distractions</li></ul>			<ul style="list-style-type: none"><li>✓ Behaving in ways that are appropriate.</li><li>✓ Thinking before acting</li><li>✓ Persisting in the face of difficulty.</li></ul>		

**‘Managing Self & Self-Regulation’**



# Physical Development



## Statutory Education Programme:

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.

## Funky Fingers

## PE

Gross motor skills are developed through planned PE sessions and in our carefully curated outside area which allows children opportunities to move, balance and climb in a range of different ways. Children practice their fine motor skills through our dough gym and funky finger activities. We continuously check the process of children's handwriting (pencil grip and letter formation, including directionality), and provide extra help and guidance when needed.

## Dough Gym





# Physical Development




'Fine Motor'	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Me and My World!	Hello Autumn!	It's Cold Outside!	Ready, Steady, Grow!	A Royal Adventure!	To Infinity and Beyond!
Dough Gym	Daily Dough Gym session for targeted children who need to develop muscle tone and hand strength.					
Pen Disco / Patterns / Handwriting	Weekly pen disco sessions patterns both in the air (skywriting) using ribbons, streamers, finger puppets etc and on paper/chalkboards/ shaving foam/ porridge oats / glitter etc on a large and small scale.					
	Horizontal Lines Vertical Lines Circles (in both directions) and dots Diagonal Lines	Spirals ZigZags Waves Crosses Springs	Practice letter formation according to letter families e.g. ladder letters l, t, l, j, u, y	Practice letter formation according to letter families e.g. one armed robots n, m, r, h, b, k, p	Practice letter formation according to letter families e.g. curly caterpillars c, a, o, e, a, g, d, f, s	Practice letter formation according to letter families e.g. zigzag monsters v, w, x, z
Using tools and equipment	A range of scissors and equipment available at all times including loop, left-handed and craft scissors.					
	Scissor skills – playdoh, shredded paper, spaghetti, straws.  Masking tape  Glue sticks  Chunky staplers and hole punches	Scissor skills – paper, ribbon, slime, tissue, leaves cutting in straight lines  Masking tape  Glue sticks  Chunky staplers and hole punches	Scissor skills – following along straight lines on paper  Add cellotape and coloured tape to provision  Add PVA glue and spreaders  Add mini hole punches, treasury tags and chunky paper clips	Scissor skills – cutting curves, along waves, thin card  Add cellotape and coloured tape to provision  Add PVA glue and spreaders  Add mini hole punches, treasury tags and chunky paper clips	Scissor skills – stronger card, felt, bubble wrap and pipe cleaners  Add mini tapes and washi tape to provision  Add cool glue gun (under supervision)  Add split pins and mini paper clips	Scissor skills – cutting more complex shapes  Add mini tapes and washi tape to provision  Add cool glue gun (under supervision)  Add split pins and mini paper clips
Handwriting and Pencil Grip	Letter formation taught alongside Monster Phonics					
	Work on showing preference for a dominant hand. Begin to hold a pencil / brush beyond whole hand grasp grip.	Continue to develop muscle tone to put pencil pressure on paper. Show preference for a dominant hand.	Continue to develop pencil grip. Begin to form letters correctly.	Work on holding pencil effectively with comfortable grip. Continue to develop correct letter formation.	Use one hand consistently for fine motor tasks. Continue to develop correct letter formation.	Form letters correctly.
Funky Fingers	Daily Funky Fingers activities that include threading, cutting, manipulating objects, using tools such as tweezers and different materials such as bands, squeeze tennis balls, push pins etc.					



# Physical Development



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Me and My World!</b>	<b>Hello Autumn!</b>	<b>It's Cold Outside!</b>	<b>Ready, Steady, Grow!</b>	<b>A Royal Adventure!</b>	<b>To Infinity and Beyond!</b>
<b>CIA:</b> Cooperation games i.e. parachute games. Climbing outdoor equipment. Exploring different ways of moving. Teaching children to stop moving when asked. Children working with peers to manage large items. Talking about and encouraging good personal hygiene. Providing regular reminders about thorough handwashing and toileting. Learning more about our bodies and what they can do.	<b>CIA:</b> Obstacle courses – children moving over, under, through and around equipment. Moving in a variety of different ways. Exploring a range of wheeled resources for children to balance, sit or ride on, pull and push. Two-wheeled balance bikes, wheelbarrows, prams and carts. Crate play – climbing and balancing.	<b>CIA:</b> Matching movements to music. Copying what an adult is doing using increasing control. Beanbag skills – balancing, throwing, catching and aiming.  <b>PE:</b> Introduction to the hall / following instructions / action and movement songs	<b>CIA:</b> Ball skills – pushing, rolling, aiming. Balance – moving with confidence. Dance related Activities. Opportunities for children to, spin, rock, tilt, fall, slide and bounce. Using books to explore the importance of a healthy lifestyle.  <b>Balance Bike and 'Cycle Ready' Lessons.</b>  <b>PE:</b> Dance	<b>CIA:</b> Ball skills – throwing, catching, kicking, dribbling. Using and moving both small and large equipment successfully. Obstacle activities. Encouraging children to be highly active and to get out of breath several times every day. Trim Trail on field.  <b>PE:</b> Games	<b>CIA:</b> Races / team games (sports day) involving gross motor movements. Dance related activities Balance  <b>PE:</b> Sports Day Games / Gymnastics  

Revise and refine the fundamental movement skills they have already acquired: – rolling – crawling – walking – jumping – running – hopping – skipping – climbing.

Progress towards a more fluent style of moving, with developing control and grace.

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.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, coordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.



# Literacy



## Statutory Education Programme:

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 develops when adults talk with children about the world around them, sharing books (stories and non-fiction) with them and promoting a genuine joy of rhymes, poems and songs. Skilled word reading, (which is 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).

## Drawing Club

## Monster Phonics

A love of reading is fostered through our inviting book corner, texts relating to topics available across all areas of provision, daily story times, book votes, and opportunities for children to bring in and share favourite texts from home. Writing opportunities are meaningful and magical, and our Monster Phonics sessions are fun, engaging and consistent. All children are part of 'Drawing Club', where they can freely draw and write.

## Meaningful writing opportunities







# Literacy



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Me and My World!	Hello Autumn!	It's Cold Outside!	Ready, Steady, Grow!	A Royal Adventure!	To Infinity and Beyond!
Comprehension and Word Reading	<p>Hearing and saying initial sounds in words.</p> <p>Orally blending and segmenting.</p> <p>Book handling skills.</p> <p>Understanding 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 such as page and title.</p> <p>Exploring simple traditional tales.</p> <p>Enjoying favourite stories/rhymes.</p> <p>Identifying favourite parts of a text.</p> <p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Engaging in conversations about different texts.</p>	<p>Segmenting and blending some CVC words.</p> <p>Recognising some phase 2 words by sight.</p> <p>Exploring stories through play.</p> <p>Remembering key events in familiar stories.</p> <p>Sequencing a well-known story – using vocabulary of beginning, middle and end.</p> <p>Recognising rhyme in songs or stories.</p> <p>Enjoying an increasing range of books.</p> <p>Exploring simple traditional tales.</p> <p>Exploring simple non-fiction texts and understanding what they are for.</p>	<p>Knowing what a digraph is and correctly identifying some.</p> <p>Recognising most phase 2 sight words.</p> <p>Reading simple captions and phrases made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Making up stories.</p> <p>Continuing to explore a range of non-fiction texts, remembering one or two facts or pieces of information.</p> <p>Predicting how a story might end.</p> <p>Exploring texts from other cultures, countries and traditions.</p> <p>Talk in a small group about a favourite story, rhyme or text.</p>	<p>Reading more complex high frequency words by sight.</p> <p>Recognising some digraphs within simple words.</p> <p>Reading simple captions and phrases that are consistent with their phonic knowledge.</p> <p>Using vocabulary and forms of speech that are increasingly influenced by experiences of books.</p> <p>Retelling key events in stories through story sequencing or simple drawing tasks.</p> <p>Predicting what might happen next in a story.</p> <p>Beginning to understand the difference between a fiction and non-fiction book.</p> <p>Exploring information leaflets about animals in the garden/plants and growing.</p> <p><b>World Book Day</b></p>	<p>Reading simple sentences.</p> <p>Reading more complex words.</p> <p>Re-reading books to build up children's confidence in word reading, fluency, understanding and enjoyment.</p> <p>Exploring stories from other cultures and traditions</p> <p>Retelling a story with actions and / or picture prompts as part of a group</p> <p>Using story language when acting out a narrative.</p> <p>Explaining the main events of a story – drawing pictures of characters/ events / setting in a story. May include labels, sentences or captions.</p> <p>Role play area – book characters</p> <p>Starting to recognise some features of a non-fiction text.</p>	<p>Exploring characters, events and settings in greater detail.</p> <p>Listening to stories, accurately anticipating key events &amp; responding to what children hear with relevant comments, questions and reactions.</p> <p>Making predictions based on what has already been read.</p> <p>Identifying front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Starting to recognise some features of a non-fiction text.</p> <p>Recalling information from non-fiction texts.</p>
	<p>Guided reading sessions take place regularly. Monster Phonics books are carefully matched so that children are able to read around 90% of the text successfully. Texts also relate to previously taught sounds. Questioning is used to develop children's comprehension.</p>					



# Phonics



## Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p	i n	m d g	o c k c k	e u r	h b	f f f l l s s	j v w x	y z z z q u	ch sh th <sup>(u)</sup> th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	
TERM 2	oo <sup>(u)</sup>	ow	ee	ur	ai	or	oa	er	igh	air	oi	ear ure
	look now down	look now down	see going just have	see going just have	it's do so	it's do so	come some were one	come some were one	like, by when little what	like, by when little what	day away play children	day, away play children
TERM 3	CVCC	CCVC	CVC+ with previously taught graphemes	CVC+ with previously taught graphemes	CCVCC	CCVCC	CVC+ polysyllabic	CVC+ compound words	CCC onset words CCVCC+ with previously taught graphemes	CCVCC+ with previously taught graphemes	CVC+ HFW	CVC+ HFW
			your here saw	your here saw	time out house about	time out house about	Blending Segmenting made make came	Blending Segmenting I'm very old	Blending Segmenting called asked looked	Blending Segmenting their our	Blending Segmenting Mr, Mrs don't	Blending Segmenting people could

## Vocabulary

Grapheme  
Phoneme  
Digraph  
Trigraph  
Word  
Sound  
Sentence  
Blend  
Segment

Moonester

Daily phonics lessons following the Monster Phonics scheme, with daily interventions for children as required.





# Literacy

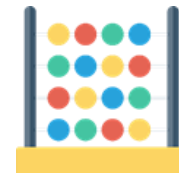


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Me and My World!	Hello Autumn!	It's Cold Outside!	Ready, Steady, Grow!	A Royal Adventure!	To Infinity and Beyond!
Writing	<p>Working on pencil grip and use of dominant hand.</p> <p>Mark making, giving meaning to marks and labelling.</p> <p>Name Writing.</p> <p>Writing simple lists.</p> <p>Writing initial sounds.</p> <p>Use initial sounds to label characters / images.</p> <p>Drawing Club.</p> <p>Pen Disco sessions which focus upon writing patterns.</p>	<p>Continuing to work on pencil grip and use of dominant hand.</p> <p>Labelling using initial and final sounds.</p> <p>Story scribing.</p> <p>Retelling stories in writing area.</p> <p>Writing sounds that match phonic knowledge.</p> <p>Writing VC words.</p> <p>Building confidence in emergent writing.</p> <p>Drawing Club.</p> <p>Pen Disco sessions continuing with a focus on pattern formation.</p>	<p>Continuing to work on pencil grip and use of dominant hand.</p> <p>Writing some 'tricky words' such as I, me, my, like, to, the.</p> <p>Writing CVC words.</p> <p>Labels using CVC words, begin to write some CVCC, CCVC words.</p> <p>Writing postcards.</p> <p>Guided writing based around developing short sentences in a meaningful context.</p> <p>Pen Disco sessions begin to focus upon accurate letter formation</p>	<p>Refine pencil grip and letter formation.</p> <p>Creating own story maps.</p> <p>Writing some correctly-spelt tricky words.</p> <p>Begin to write more complex words, using phonic knowledge.</p> <p>Write captions.</p> <p>Start writing short sentences.</p> <p>Writing riddles.</p> <p>Sequencing stories.</p> <p>Start to include finger spaces.</p> <p>Start to read writing back.</p> <p>Pen Disco sessions.</p>	<p>Refine pencil grip and letter formation.</p> <p>Writing recipes, lists, menus and invitations.</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words.</p> <p>Form lower-case and capital letters correctly.</p> <p>Continue to develop use of finger spaces.</p> <p>Rhyming words.</p> <p>Character descriptions.</p> <p>Writing letters.</p> <p>Pen Disco sessions.</p>	<p>Story writing.</p> <p>Writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts.</p> <p>Using familiar texts as a model for writing own stories.</p> <p>Writing sentences which can be read by others.</p> <p>Pen Disco sessions – a greater focus upon accurate letter formation in readiness for Year 1.</p>
Letter formation to be taught in line with Monster Phonics, as each new sound is introduced through Pen Disco.						

Texts used to create exciting writing opportunities through teacher directed and CIA activities .



# Maths



## Statutory Education Programme:

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.

Mastering  
Number

White Rose

Colin the  
counting  
puppet

In Year R, we predominantly follow the White Rose scheme as a guide for the sequence of learning. Teachers also use the NCETM's Mastering Number to further enrich the children's understanding of number. Colin the counting puppet is used to engage children in maths activities.





# Maths



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Ready, Steady, Grow!	Hello Autumn!	It's Cold Outside!	Come Outside!	A Royal Adventure!	To Infinity and Beyond!
<ul style="list-style-type: none"> <li>Counting rhymes and songs</li> <li>Match objects</li> <li>Match pictures and objects</li> <li>Identify a set</li> <li>Sort objects to a type</li> <li>Explore sorting techniques</li> <li>Create sorting rules</li> <li>Compare amounts</li> <li>introduce manipulatives.</li> <li>Number recognition.</li> <li>Name and describe 2D Shapes.</li> <li>Explore simple patterns</li> <li>Copy and continue simple patterns</li> <li>Create simple patterns</li> <li>Compare size</li> <li>Compare mass</li> <li>Compare capacity</li> </ul>	<ul style="list-style-type: none"> <li>Find 1, 2 and 3</li> <li>Subitise 1, 2 and 3</li> <li>Represent 1, 2 and 3</li> <li>Composition of 1, 2 and 3</li> <li>Identify and name circles and triangles</li> <li>Compare circles and triangles</li> <li>Shapes in the environment</li> <li>Describe position</li> <li>Find 4 and 5</li> <li>Subitise 4 and 5</li> <li>Represent 4 and 5</li> <li>1 more</li> <li>1 less</li> <li>Composition of 4 and 5</li> <li>Composition of 1-5</li> <li>Identify and name shapes with 4 sides</li> <li>Combine shapes with 4 sides</li> <li>Shapes in the environment</li> <li>My day and night</li> </ul>	<ul style="list-style-type: none"> <li>Introduce zero</li> <li>Find 0 to 5</li> <li>Subitise 0 to 5</li> <li>Represent 0 to 5</li> <li>1 more</li> <li>1 less</li> <li>Conceptual subitising to 5</li> <li>Compare mass</li> <li>Find a balance</li> <li>Explore capacity</li> <li>Compare capacity</li> <li>Find 6, 7 and 8</li> <li>Represent 6, 7 and 8</li> <li>1 more</li> <li>1 less</li> <li>Composition of 6, 7 and 8</li> <li>Make pairs-odd and even</li> <li>Double to 8 (find a double)</li> <li>Double to 8 (make a double)</li> <li>Combine 2 groups</li> <li>Conceptual subitising</li> <li>Explore length</li> <li>Compare length</li> <li>Explore height</li> <li>Compare height</li> <li>Talk about time</li> <li>Order and sequence time</li> </ul>	<ul style="list-style-type: none"> <li>Find 9 and 10</li> <li>Compare numbers to 10</li> <li>Represent 9 and 10</li> <li>Conceptual subitising to 10</li> <li>1 more</li> <li>1 less</li> <li>Composition to 10</li> <li>Bonds to 10 (2 parts)</li> <li>Make arrangements of 10</li> <li>Bonds to 10 (3 parts)</li> <li>Doubles to 10 (find a double)</li> <li>Doubles to 10 (make a double)</li> <li>Explore even and odd</li> <li>Recognise and name 3-D shapes</li> <li>Find 2-D shapes within 3-D shapes</li> <li>Use 3-D shapes for tasks</li> <li>3-D shapes in the environment</li> <li>Identify more complex patterns</li> <li>Copy and continue patterns</li> <li>Patterns in the environment</li> </ul>	<ul style="list-style-type: none"> <li>Build numbers beyond 10 (10 -13)</li> <li>Continue patterns beyond 10 (10-13)</li> <li>Build numbers beyond 10 (14-20)</li> <li>Continue patterns beyond 10 (14-20)</li> <li>Verbal counting beyond 20</li> <li>Verbal counting patterns</li> <li>Add more</li> <li>How many did I add?</li> <li>Take away</li> <li>How many did I take away?</li> <li>Select shapes for a purpose</li> <li>Rotate shapes</li> <li>Manipulate shapes</li> <li>Explain shape arrangements</li> <li>Compose shapes</li> <li>Decompose shapes</li> <li>Copy 2-D shape pictures</li> <li>Find 2-D shapes within 3-D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Explore sharing</li> <li>Sharing</li> <li>Explore grouping</li> <li>Grouping</li> <li>Even and odd sharing</li> <li>Play with and build doubles</li> <li>Identify units of repeating patterns</li> <li>Create own pattern rules</li> <li>Explore own pattern rules</li> <li>Replicate and build scenes and constructions</li> <li>Visualise from different positions</li> <li>Describe positions</li> <li>Give instructions to build</li> <li>Explore mapping</li> <li>Represent maps with models</li> <li>Create own maps from familiar places</li> <li>Create own maps and plans from story situations</li> </ul>

“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi (Mathematics Mastery)





## Maths – White Rose Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you			Just like me!			It's me, 1, 2, 3!			Light and Dark		
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation		
Summer	To 20 and beyond			First, then, now			Find my pattern			On the move		

### Vocabulary:

count, subitise, arrangement, build, behind, different, same, in, in front, match, next to, on, number shapes, five-frame, ten-frame, number line, under, compare, double, equal, even, fair, groups, half, identical, model, odd, pair, quantity, share, sort, symmetrical, twice, fewer, more, altogether, pattern, guess, estimate, digit, full, empty, capacity, holds, container, longer, shorter, taller, shape, curve, solid, round, flat, size, bigger, smaller, larger, heavy, light, cube, cuboid, sphere, points, cylinder, cone, pyramid, vertices, face, scales, time, day, morning, afternoon, night, before, after, today, yesterday, now, soon, early, quick, slow, corner, side.



# Maths – Mastering Number Overview



The NCTEM Mastering Number programme aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Comparison
Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s  Focus on composition of 3 and 4	Subitise objects and sounds	Comparison of sets - 'just by looking'  Use the language of comparison: <i>more than</i> and <i>fewer than</i>
Autumn 2	Week 6	Week 7	Week 8	Week 9	Week 10
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality
Set 2	Focus on counting skills  Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Comparison of sets - by matching  Use the language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number</i>	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	Practise object counting skills  Match numerals to quantities within 10  Verbal counting beyond 20



# Maths – Mastering Number Overview

Spring 1	Week 11	Week 12	Week 13	Week 14	Week 15
Focus	Subitising	Counting, ordinality and cardinality	Composition	Composition	Composition
Set 3	Subitise within 5 focusing on die patterns  Match numerals to quantities within 5	Counting – focus on ordinality and the 'staircase' pattern  See that each number is one more than the previous number	Focus on 5	Focus on 6 and 7 as '5 and a bit'	Compare sets and use language of comparison: <i>more than, fewer than, an equal number to</i>  Make unequal sets equal
Spring 2	Week 16	Week 17	Week 18	Week 19	Week 20
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Composition
Set 4	Focus on the 'staircase' pattern and ordering numbers	Focus on ordering of numbers to 8  Use language of <i>less than</i>	Focus on 7	Doubles – explore how some numbers can be made with 2 equal parts	Sorting numbers according to attributes - odd and even numbers

Summer 1	Week 21	Week 22	Week 23	Week 24	Week 25	
Focus	Counting, ordinality and cardinality	Subitising	Composition	Composition	Comparison	
Set 3	Counting – larger sets and things that cannot be seen	Subitising – to 6, including in structured arrangements	Composition – '5 and a bit'	Composition - of 10	Comparison – linked to ordinality  Play track games	
Summer 2	Week 26	Review and assess	Review and assess	Review and assess	Review and assess	Review and assess
Set 4	Subitise to 5  Introduce the rekenrek	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number patterns	Counting



# Understanding the World



## Statutory Education Programme:

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.

Curiosity

'I Wonder...'

Children's own interests and curiosity is explored through our weekly 'I wonder' sessions. Exciting opportunities for children to investigate and explore materials, the natural world, cultures and traditions are provided in both our inside and outside learning environments.

Exploration







# Understanding the World

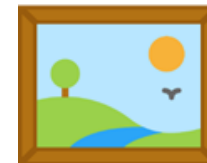


AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Me and My World!	Hello Autumn!	It's Cold Outside!	Ready, Steady, Grow!	A Royal Adventure!	To Infinity and Beyond!
<p>Talk about immediate family and the things they do with their family / places they have been. Comment on pictures of their immediate family, naming them and saying what relation they are.</p> <p>Read fictional stories about families.</p> <p>Navigating around our classroom and outdoor areas.</p> <p>Introduce children to different occupations and explore people in our community who help us.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Which people and times are special and why?</p> <p>Where do we belong?</p>	<p>Look at David Attenborough documentaries to find out about British wildlife and animals from other countries.</p> <p>Explore animal habitats in local environment (forest area). How do animals move? Why do they look the way they do?</p> <p>How do people around the world celebrate Diwali/Christmas/Bonfire Night? How do you celebrate?</p> <p>How did people celebrate Christmas in the past?</p> <p>Explore how our immediate environment changes with the seasons.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Explore how animal footprints differ using our forest area and creating imprints with dough and plastic animal toys.</p> <p>Special stories and places.</p>	<p>Explore what 'cold' means. How does it feel, look etc?</p> <p>Explore how magical 'cold' can be (northern lights, look at magnified images of frost, snowflakes and spider webs).</p> <p>Explore how our immediate environment changes with the seasons and recognise differences between our country and others (China, Antarctica, Arctic).</p> <p>Find out about Inuit people and how they live. Try to create our own igloos using polystyrene blocks and sugar cubes.</p> <p>Explore what happens to materials / objects when they are frozen and then exposed to heat.</p> <p>Find out about animals who live in cold places. Where in the world (use globe and maps). What do they eat? How do they stay warm?</p> <p>Polar Preet – first woman of colour to complete solo trek to the South Pole.</p> <p>Explore how Chinese communities celebrate Chinese New Year (food, clothing, dragon dances, wishing tree).</p> <p>Explore what happens when you add water to bath fizzers.</p> <p>Introduce children to computers and the ICT suite – mouse skills and Purple Mash.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>What is special about our world?</p>	<p>Start to learn about features of plants and flowers and what they need to grow.</p> <p>How have we grown since we were babies? Look at photographs from the past.</p> <p>Children to help develop the outside area by planting bulbs and creating bug hotels.</p> <p>Children to start using Beebots on simple maps. Can children use navigational language?</p> <p>Explore our immediate environment for signs of spring.</p> <p>Can we listen to stories and place events from them in chronological order? (link to Jack and the Beanstalk).</p> <p>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</p> <p>What is special about our world?</p>	<p>Look closer at our King and where he lives. Show pictures of past coronation celebrations. How have things changed?</p> <p>What is the role of a Beefeater? Look at costumes etc.</p> <p>Make links to our British culture.</p> <p>Look at the King's home and the homes of fictional characters such as princesses and knights. How do they differ from our own homes?</p> <p>Explore how ingredients are combined and how they change when heated to make afternoon tea treats such as jam tarts, cakes or biscuits.</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>Become familiar with maps and begin to make maps of our immediate school environment.</p> <p>Explore online puzzles in the ICT suite.</p>	<p>Continue to explore and create maps based on imagination or fictional stories— can children differentiate between land and water?</p> <p>Create a simple map to show where the snail goes on his travels.</p> <p>Look at close up images of the moon and ask questions about it.</p> <p>Pretend to be astronauts and try space food.</p> <p>Create volcanoes from the Snail and the Whale book.</p> <p>Continue to explore contrasting environments.</p> <p>How can we better protect our oceans? Look at litter etc.</p> <p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Materials: Floating / Sinking – boat building .</p> <p>Reflect on the past year.</p>

We encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.



# Expressive Arts and Design



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.

**Charanga  
Music Scheme**

**Imagination**

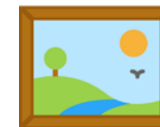
Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

**Creativity**







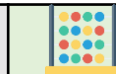




# Expressive Arts and Design



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Me and My World!	Hello Autumn!	It's Cold Outside!	Ready, Steady, Grow!	A Royal Adventure!	To Infinity and Beyond!
<p>Create Self –portraits through line drawings.</p> <p>Join in with simple songs.</p> <p>Beginning to explore colour in relation to skin, hair, eyes, join in with role play games and use resources available for props; build models using construction equipment e.g. houses using junk or building blocks.</p> <p>Explore artists Arcimboldo and Kusama and create artwork in response such as printing with duplo, bubblewrap etc, making faces with fruit and veg.</p> <p>Begin to explore musical instruments – can you follow the beat?</p> <p>Singing simple nursery rhymes.</p> <p>Copy clapping patterns.</p> <p>Create sculptures of faces and people using playdough.</p>	<p>Create Boggarts on trees using outdoor materials.</p> <p>Select tools and techniques needed to create leaf people and stick men.</p> <p>Use clay to create Gruffalo models.</p> <p>Use junk modelling to create animal homes.</p> <p>Create firework pictures, Christmas decorations, Christmas cards, divas, Christmas songs/poems.</p> <p>Sing autumn songs and rhymes (Cauliflower's Fluffy, Dingle Dangle Scarecrow).</p> <p>Create collage owls.</p> <p>Listen to music and dance in response.</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play the Nativity story.</p> <p>Perform Nativity songs in front of an audience.</p> <p>Create autumnal trees using line and print.</p>	<p>Explore colour by using chalks and pastels to create northern lights (smudge, waves, shimmer) and polar animals using charcoal.</p> <p>Select tools and techniques needed to assemble materials create their own Jack Frost. Explore different techniques for joining materials, such as adhesive tape and different types of glue.</p> <p>Explore painting onto different materials such as ice, foil etc.</p> <p>Use movement to represent snowflakes / Chinese Dragon / to tell a story.</p> <p>Create dragon masks, Chinese lanterns.</p>	<p>Create symmetrical butterflies &amp; repeated pattern caterpillars.</p> <p>Make cherry blossom paper plates using tissue, cotton wool and paint.</p> <p>Use watercolours to paint flowers and plants.</p> <p>Explore the artists Andy Goldsworthy and Monet and create art in response, e.g. waterlilies, .</p> <p>Make different textures; make patterns using different colours.</p> <p>Printing, patterns on Easter eggs, Life cycles.</p> <p>Observational drawings and paintings of flowers.</p> <p>Monet's waterlilies.</p> <p>Mother's Day crafts / Easter crafts</p> <p>Artwork themed around Eric Carle / The Seasons</p> <p>Provide a wide range of props for play which encourage imagination.</p> <p>Clay pinch pots.</p>	<p>Make castles on a large scale using junk and other materials. Work together as a team to create.</p> <p>Drawings of the King.</p> <p>Explore 'hot' colours and colour mixing.</p> <p>Make crowns and tiaras.</p> <p>Design and make shields.</p> <p>Provide children with a range of materials to construct with.</p> <p>Learn more complex songs and perform in front of an audience in our class assembly.</p>	<p>Designing and making rockets.</p> <p>Creating outer space pictures.</p> <p>Shadow puppets.</p> <p>Create pictures of space using different techniques.</p> <p>Use a range of techniques to create art that reflects the different places the snail visits.</p> <p>Design your own magic carpet.</p> <p>Fathers Day Crafts</p> <p>Make snails out of clay and use paint to decorate.</p> <p>Matisse's Snail</p> <p>Use different paint techniques to make the surface of the moon.</p>

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

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
<p><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 conversation 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>	<p><b>ELG: Self-Regulation</b></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><b>ELG: Managing Self</b></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><b>ELG: Building Relationships</b></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><b>ELG: Gross Motor Skills</b></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><b>ELG: Fine Motor Skills</b></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><b>ELG: Comprehension</b></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><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></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><b>ELG: Number</b></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><b>ELG: Numerical Patterns</b></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><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and 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><b>ELG: People, Culture and Communities</b></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><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and 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><b>ELG: Creating with Materials</b></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><b>ELG: Being Imaginative and Expressive</b></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>