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| **School: North Petherwin** |  |
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| **Characteristics of Effective Learning**  **Playing and exploring:** - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning  **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.  **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.    **Overarching Principles**  **Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.  **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.  **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.  **Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.  **EYFS Curriculum - Intent, Implementation and Impact**  **Intent – Why do we teach what we teach?**  At North Petherwin School we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. Our aim in the EYFS is to build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately our pupils can be successful and go on to be active citizens of society and happy, curious life-long learners.  Our curriculum is therefore the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking. Our EYFS Curriculum has been designed to reflect the nature of our school environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to different places, cultures and nature in other parts of the world.  Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration. As the pupils move into Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children’s interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through vibrant continuous provision, alongside trips, visits and regular Wild Tribe sessions.  **Implementation-How do we teach what we teach?**  This ambitious Early Year’s curriculum aims to teach all children the skills and knowledge they need in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. Pupils learn through a range of child-initiated and adult-directed activities. Our timetable is carefully structured so that children have directed teaching in maths and phonics everyday, as well as English/Topic sessions three times per week and regular circle time sessions to focus on PSED. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them. Our small class size enables the teacher to systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.  Children are provided with plenty of time to engage in play (busy learning) throughout the carefully planned environment which is designed to engage and challenge them in their continuous provision. The curriculum is planned for the inside and outside and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children’s development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning. we have carefully planned our curriculum to include diversity (gender, disability, BAME – Black, Asian and Minority Ethnic) to ensure it is diverse and inclusive. Where there are key links, these are highlighted in green.  Reading is at the heart of our curriculum. Children follow the rigorous and highly successful Read, Write Inc program so that they meet good outcomes for reading. Both Nursery and Reception follow a half termly theme (which are adapted and evolve with the children’s interests). From this, we have chosen multiple high-quality texts to create an integrated approach to learning from which pupils can experience the full curriculum ensuring that all children leaving the Foundation Stage are ready to start the KS1 curriculum. Each learning focus does not last a specific amount of time but is based on the children’s learning at the time, and so can run from anything between two and seven weeks. All of the overarching themes have resources and activities ready to use in the enhanced provision. Specific concepts are introduced with a good quality storybook or age appropriate non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning.  We follow the White Rose Maths scheme as well as supplementing materials using NCTEM with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. Nursery pupils begin to develop these key skills during short daily maths sessions where they explore sorting, quantities, shape, number and counting awareness. These early mathematical experiences are designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.  Our inclusive approach means that all children learn together but we do provide additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for example, additional adult-led sessions, speech and language interventions and ‘catch-up’ provision in Maths. Staff also use ‘pinny time’ which is a quick, on the spot intervention focused on sight words, blending and number retention with target individuals. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.  **Impact-How do we know what children have learnt and how well they have learnt it?**  Our curriculum and its delivery ensure that children make good progress toward their age-related expectations before transitioning into Year One from their individual starting points. It is designed to meet the needs of all our children, including our disadvantaged pupils and those with SEND. We spend time looking at and evaluating how children are learning.  This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year groups and individuals. Every member of staff uses ongoing observational assessment to identify children’s starting points and plan experiences which ensure progress. We use the Development Matters checkpoints to establish whether children are on-track. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively.   During each assessment window, three times a year, teachers update the progress children have made onto ITrack which allows us to assess the impact of teaching and evaluate whether it has been enough. Evidence of children’s learning including observations, photographs and contributions from parents are recorded using our online learning journey system 2simple and Class DoJo. Other evidence such as independent work samples and teacher annotations are recorded in the child’s paper ‘learning journey’ which children use to reflect on their progress through pupil voice. | |

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| Area of Learning | | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | | **Summer 2** | |
| Possible Themes/Interests/Lines of Enquiry  *NB: These themes may be adapted at various points to allow for children’s interests to flow* *through the provision* | | All about Me!  Starting school / my new class / New Beginnings  Exploring feelings and emotions  Human body/ Staying healthy/ Food  How have I changed?  My family / PSED focus  What am I good at?  How do I make others feel?  Being kind / staying safe  Harvest  Autumn | Let’s Celebrate!  World Space Week  Neil Armstrong  Guy Fawkes/ Bonfire night  Diwali  Hannukah  Christmas Time/Nativity  Black History Month  Remembrance Day  Road Safety  People Who Help Us  Children in Need  Anti- Bullying Week | | Ticket to Ride!  Around our local area/local landmarks  How do I get there?  Where in the world have you been?  Where do we live in the UK / world?  Vehicles past and Present  Design your own transport!  Food tasting – different cultures  Map work - Find the Treasure  Start of Ramadan  Chinese New Year  Easter  Mother’s Day | | Amazing Animals!  Life cycles  Safari  Animals around the world  Climates / Hibernation  Down on the Farm  Mini Beasts  Animal Arts and crafts  Night and day animals  Animal patterns  David Attenborough  Happy Habitats | | Come Outside!  Growing/Plants & Flowers  Weather/seasons  Weather experiments  Weather Forecast videos  Nature Scavenger Hunt  Vincent Van Gogh Study  Make a sculpture: Andy Goldsworthy  Reduce, Reuse & Recycle  Fun Science / Materials | | | Fun at the seaside!  Under the sea  Off on holiday / clothes  Where in the world shall we go?  Send me a postcard!  Marine life  Fossils – Mary Anning  Compare: Now and then  Seaside art  Father’s Day  Heathy Eating Week  World Environment Day | |
| Key Texts | Fiction | ‘The Colour Monster’ by Anna Llenas  ‘Elmer’ by David McKee  ‘Owl Babies’ by Martin Waddell and Patrick Benson  ‘Hair Love’ by Matthew Cherry  ‘Pete the Cat’ by James Dean and Eric Litwin  ‘Little Red Hen’ by Kaye Umansky | ‘Whatever Next’ by Jill Murphy  ‘Pumpkin Soup’ by Helen Cooper  ‘Look Up’ by Nathan Bryon  Christmas Story / Nativity  Rama and Sita | | ‘The Naughty Bus’ by Jan Oke    Mr. Gumpy’s Outing by Johns Burningham    ‘Beegu’ by Alexis Deacon  ‘The Runaway Wok’  By Ying Chang Compestine and Sebastia Serra | | ‘The Zoo Vet’ – Twinkl original story.  ‘Izzy Gizmo’ by Pip Jones  ‘The Very Hungry Caterpillar’ by Eric Carle.  The Very Busy Spider by Eric Carle.  ‘Superworm’ by Julia Donaldson | | ‘Jack and the beanstalk’ – Traditional Tale  Oliver’s Vegetables by Vivian French  ‘Tree, Seasons come and seasons go’ by Britta Teekentrap | | | ‘The Night Pirates’ by Peter Harris  ‘Billy’s Bucket’ by Kes Gray  ‘Flotsam’ by David Wiesner  ‘Clean Up’ by Nathan Bryon  ‘The Snail and the Whale’ by Julia Donaldson | |
| Non-fiction | ‘Me and My Amazing Body’ Joan Sweeney and Ed Miller | ‘Seasons’ by Hannah Pang and Clover Robin | |  | | ‘Caterpillar Butterfly’ by Vivian French | | ‘Caterpillar and Bean: A Science Storybook about Growing’ by Martin Jenkins | | |  | |
| **Communication, Language and Literacy**    Listening, Attention and Understanding  Speaking | | Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, stories, singing, speech and language interventions, Makaton, Pie Corbett T4W actions, The Write Stuff language, EYFS productions and assemblies. The development of children’s spoken language underpins all seven areas of learning and development.   * Learn new vocabulary. * Listen carefully to rhymes and songs, paying attention to how they sound. * Use new vocabulary in different contexts. * Use new vocabulary through the day. * Learn rhymes, poems, and songs. | | | | | | | | | | | |
| Settling in activities  Making friends  Children talking about experiences that are familiar to them  What are your passions / goals / dreams?  This is me!  Rhyming and alliteration  Familiar Print  Sharing facts about me!  Colour Monster/  naming feelings  Shared stories  Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”  Understand how to listen carefully  Engage in story times.  Show and tell-describe an object. | Settling in activities  Develop vocabulary  Discovering Passions  Tell me a story - retelling stories  Story language  Word hunts  Listening and responding to stories  Following instructions  Takes part in discussion  Understand how to listen carefully and why listening is important.  Use new vocabulary through the day.  Choose books that will develop their vocabulary  Use questions to find out more and to check they understand what has been said to them.  Show and tell-increased levels of description. | | Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Ask’s how and why questions…  Discovering Passions  Retell a story with story language  Ask questions to find out more and to check they understand what has been said to them.  Describe events in some detail.  Listen to and talk about stories to build familiarity and understanding.  Learn rhymes, poems and songs.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Show and tell-answering questions | | Settling in activities  Describe events in detail – time connectives  Discovering Passions  Understand how to listen carefully and why listening is important.  Use picture cue cards to talk about an object: “What colour is it? Where would you find it?  Sustained focus when listening to a story  Use talk to help work out problems and organise thinking and activities.  Explain how things work and why they might happen.  Show and tell-Asking other’s questions | | Listen to and talk about stories to build familiarity and understanding.  Engage in non-fiction books.  Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.  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  Weekend news | | | Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.  Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Retell stories once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use new vocabulary in different contexts.  Weekend news | |
| Possible Enhancements: | | | | | | | | | | | |
| Home corner role play area.  Books in different areas of the classroom  Create feelings/emotions interest table.  Story telling shelves –  The colour Monster, Elmer, The Little Red Hen. | Story telling shelves – Whatever Next (space)  Party props added to role play area (celebrations)  Create Icy environments in small world area. | | Story telling shelves – The naughty bus. Links to transport, maps etc.  Ticket office props, suitcases, chairs, wheels etc. added to role play | | Life cycles-interest table  Vets resources added to role play area | | Story telling shelves – Jack and the Beanstalk.  Interest table-growing, plants, beans etc.  Role play Props added for being weather presenters | | | Interest table-under the sea  Role play-ice-cream shop resources | |
| **Personal, Social and Emotional Development**  Building Relationships  Managing Self  Self-Regulation | | Children’s personal, social and emotional development (PSED) is crucial in order for them to lead healthy and happy lives, and is fundamental to their cognitive development. We understand that children develop in individual ways and at varying rates; physically, cognitively, linguistically, socially and emotionally.  *NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.* | | | | | | | | | | | |
| See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others. | | | Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally. | | | | Think about the perspectives of others.  Manage their own needs. | | | | |
| Children’s own family and family life.  Looking at children’s differences and preferences.  Making friends with other children.  Exploring feelings of happiness.  Role Play “home” area.  Creating class charter-links to Rights Respecting Schools | Comparing own family and family life to families around the world-links to celebrations  Exploring the emotion of loneliness.  Empathizing with characters from the story. How do they feel?  Have we ever been scared? Why? | | Consider how it feels if you don’t succeed at first or achieve your goal?  What happens if children are faced with challenges, they feel afraid?  Discuss relationships with their own family members and special people. | | Co-operative role play at the vet’s.  Taking it in turns with the roles.  Recall and act favourite part of the story.  Create story maps in pairs.  Looking after living things-pets | | Discuss what Jack did in the story – was it right or wrong?  Talk about feelings of other characters.  Looking after our environment and planet | | | Taking part in sports day - Winning and loosing  Changing me  Look how far I've come!  Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.  Explore significant birthdays with the children. Remember presents and things they did on their birthday.  Recall surprises in our own lives.  Talk about things that we are afraid of. | |
| PSHE | | Mental Health and Well-Being  Families and People Who Care for Me: Understanding that ‘family’ means different things to different people.  NSPCC PANTS | Caring Friendships: Understanding that there are similarities and differences between everyone and these can be celebrated.  Healthy Eating:  Knowing that different food and drink contains varying amounts of sugar, explaining why it is important to make healthier choices.  (Anti-bullying Week Road Safety Week) | | Being Safe  Understanding the concept privacy, including the right to keep things private and the importance of respecting another person’s right to privacy.  My Body  Our bodies and boundaries.  (LGBT+ month (Feb) | | Online Relationships  Internet Safety and Harms:  Understanding what being online may look like, the different feelings they can experience online and how to identify adults who can help.  Road Safety  (Internet Safety Day) | | Respectful Relationships:  Recognising what they like and dislike, feeling empowered to make respectful and informed choices.  Mental Well-Being  Identifying a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.  Sun and Sea Safety | | | Health and Prevention:  Knowing the importance of basic personal hygiene and understand how hand washing helps to prevent the spread of germs, bacteria and viruses.  Basic First Aid:  Explaining what first aid is and why it is important.  Recap Sun and Sea Safety | |
| **Physical Development**  Gross Motor  Fine Motor | | Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. 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.   * Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. * Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. * Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed | | | | | | | | | | | |
| Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. | | 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. | | Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. | | Combine different movements with ease and fluency.  Develop the foundations of a handwriting style which is fast, accurate and efficient. | | | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. | |
| **Literacy**  Word Reading  Writing | | **Read Write Inc Phonics**  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) | | | | | | | | | | | |
| Phonic Sounds: RWI Set 1 whole class  *Read individual letters by saying the sounds for them.* *Form lower-case correctly (start teaching alongside sound)*  Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.  Help children to read the sounds speedily. This will make sound-blending easier  Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. | Phonic Sounds: RWI Set 1 whole class  *Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.*  Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.  Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell. | | Phonic Sounds: RWI Set 1 whole class (Introduce set 2)  *Read some letter groups that each represent one sound and say sounds for them.*  *Read a few common exception words matched to the RWI programme.*  Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.  Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’. | | Phonic Sounds: RWI Set 2  (differentiated groups as required)  *Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.*  *Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.*  Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.  Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.  Children should not be required to use other strategies to work out words. | | Phonic Sounds: RWI Set 2 (Introduce set 3) differentiated groups  *Form lower-case and capital letters correctly.*  *Spell words by identifying the sounds and then writing the sound with letter/s.*  Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.  Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’. | | Phonic Sounds: RWI Set 3 differentiated groups  *Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.*  *Re-read what they have written to check that it makes sense.*  Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  End of term assessments  Transition work with Year 1 staff | | |
| **Literacy**  Comprehension and Vocabulary | | Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book  Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. | Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories.  Sequence story – use vocabulary of beginning, middle and end.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Enjoys an increasing range of books | | Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home.  World Book Day March 22nd | | Information leaflets about animals  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  They develop their own narratives and explanations by connecting ideas or events | | Stories from other cultures and traditions  Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.  Timeline of how plants grow  Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. | | | Can draw pictures of characters/ event / setting in a story  Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  Make predictions  Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.  Sort books into categories. | |
| **Literacy**  Writing  Text as stimulus: *These may change with children’s interests* | | **Overview of writing progression across the year** | | | | | | | | | | | |
| Working on using common consonants and vowels which they can segment for writing simple CVC words. | Working on writing CVC words using a wider range of letters inc. consonant digraphs and double letters e.g. bell, chick | | Working on writing a range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes.  Spell set 2 tricky (red) words.  Form letters correctly | | | | Working on blending adjacent consonants in words and apply this in writing.  Write each letter correctly. | | | Working on segment adjacent consonants on words and apply this in writing.  Spell set 3 tricky (red) words.  Write each letter correctly. | |
| **Possible enhancements for writing** | | | | | | | | | | | |
| **The Little Red Hen** (Journey story)  Sequence the story  Speech bubbles  Writing feelings and post in feelings box.  Writing notes home to family.  Oral storytelling scribed by the teacher. | **Giraffes can’t Dance** (Wishing tale) – Create an I wish picture / make marks  Make and write Birthday cards, invitations and gift tags.  Writing cards/ notes/ messages.    Diagrams and factsheets about people.  Speech/thought bubbles. | | **Mr Gumpy’s Outing** (Cumulative)  Report about the animals falling into the water  Oral storytelling scribed by the adult.    Writing captions to go with the pictures from story.  Speech/thought bubbles for the characters.  Write a postcard to and letter to and from friends. | | **The Zoo Vet** -Labels and simple captions  Mini beasts – Animal Fact File – Compare two animals  Writing for the role play area prescriptions, messages.  Oral storytelling scribed by the teacher.  Writing new pages for additional animals based on ‘The Zoo Vet’. | | **Jack and the Bean stalk** – retell parts of the story / repeated refrains / speech bubbles  Label and write captions.  Recall parts of the story. Speech bubbles and thought bubbles from characters in story.  Shared writing ‘How to trap a giant’.  Writing questions to Jack and the Giant.  Labelling diagram of plants. | | | **Big Blue Whale** (Information Text)  Write facts about whales  Write a postcard / diary writing  Acrostic poems.  Pirate Passports.  Lists, signs and banners for a great feast.  Write or dictate own versions of the story.  Making maps. | |
| **Maths**  Number  Numerical Pattern  Shape and Space  **White Rose Maths**  *Daily routines*  Self Registration (how many children are here?) calendar, time-table, book voting | | **White Rose materials will be supplemented by other resources and planning ideas including NCETM, Power Maths and Karen Wilding.**  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.  **Number:** To be competent to use the maths rich continuous provision and adult led teaching to demonstrate a deep understanding of numbers to 10, including the composition of each number by;  **Counting**  \*Enjoy reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Counting from different starting points. Learning, singing, using in role play and reciting number rhymes and stories.  \*Be confidence in putting numerals in order - 0 to 10 (ordinality)  \*Understand the ‘one more than/one less than’ relationship between consecutive numbers.  **Cardinality**  \*Be able to subitise numbers to five. Identify patterns of numbers within objects and pictures. Using opportunities of amounts in the environment outside and inside as well as maths resources including 10 frames, counters and rekenrek.  \*Matching the numeral with a group of items to show how many there are (up to 10).  \*Accurately counting out up to 10 objects from a larger group and counting objects, actions and sounds. Using one to one correspondence and saying the numbers in order and matching one number name to each item. Saying how many there are after counting – for example, “…6, 7, 8. There are 8 balls” –appreciating that the last number of the count indicates the total number of the group. This is the cardinal counting principle.  **Composition**  \*Be aware that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.  Conceptually able to subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.  \*In practical activities, adds one and subtracts one with numbers to 10. Beginning to be able to explore and work out mathematical problems, using signs and strategies of their own choice.  \*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. Using opportunities that arise e.g. there are 5 of us, 3 of us have clipboards how many more do we need?  **Numerical Patterns:** To recognise patterns in the counting system e.g. 10s and ones, and enjoying verbally counting to 20 and beyond.  **Comparison**  \*Use number names and symbols when comparing numbers and showing interest in numbers.  \*Understand the ‘one more than/one less than’ relationship between consecutive numbers.  \*Use the vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’ when discussing amounts and numbers and when estimating a number of things, showing understanding of relative size.  \*Use concrete objects to explore and represent patterns (numbers up to 10) including odd and even numbers, double facts and sharing. | | | | | | | | | | | |
| **Getting to know you**  Just like me  Match and sort  Making comparisons  (Compare amounts  Compare size,  mass and capacity)  Exploring Pattern  (Make simple  patterns) | | **It’s me 1, 2, 3!**  Representing 1, 2,3  Comparing 1, 2, 3  Composition of 1, 2, 3  Geometry and spatial  thinking (Circles and  triangles  Spatial awareness)  **Light and dark**  Numbers to 5  (Four and Five  One more and one less)  Geometry and spatial thinking (shapes with 4 sides) Measurement – Time (night and day) | | **Alive in 5!**  Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2) Growing 6, 7, 8 6, 7 and 8 Making pairs Combining 2 group  Length and height Time | | **Building 9 and 10**  9 and 10 Comparing numbers to 10 Bonds to 10  3D shape Pattern (2)  **Consolidation** | | **To 20 and beyond**  Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) First, then, now Adding more Taking away Spatial reasoning (2) | | | **Find my pattern**  Doubling Sharing and grouping Even and odd Spatial reasoning (3) On the move Deepening understanding Patterns and relationships Spatial reasoning (4) |
| **Understanding the World**  People, Culture and Community  The Natural World  People and places | | 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. 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.   * Understand the effect of changing seasons on the natural world around them * Describe what they see, hear, and feel whilst outside. | | | | | | | | | | | |
| Talk about members of their immediate family and community.  Name and describe people who are familiar to them. | Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and differences between life in this country and life in other countries | | Recognise some environments that are different to the one in which they live. | | Understand that some places are special to members of their community. | | Explore the natural world around them.  Draw information from a simple map. | | | Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past. | |
| Understanding the World  Character, setting, event from the past | | Florence Nightingale | Guy Fawkes  Neil Armstrong | | Launceston Castle | | David Attenborough | | Vincent Van Gogh | | | Mary Anning | |
| Science Links (working scientifically) | | **Evaluate**  Use their observations and ideas to suggest answers to questions. | **Observe and measure**  Observe closely, using simple equipment. | | **Set up enquiry**  Perform simple tests.  **Record**  Gather and record data to help in answering questions. | | **Make predictions**  Predict their outcome and carry out an investigation.  Compare findings | | **Interpret and Report**  Identify and classify. Use appropriate scientific language to communicate ideas.  **Observe and measure**  Observe closely, using simple equipment. | | | **Ask Questions**  Ask simple Qs and recognise that they can be answered in different ways | |
| Animals including humans –  What is this part of my body called?  Body parts. | Seasonal changes –  Why do the leaves on trees look different?  Properties and changes of materials–  How can we change what soup looks like?  Signs of Autumn and Winter Making freezing and defrosting soup | | Everyday materials –  Which materials help vehicles to travel furthest? Which materials make the vehicles travel faster or slower? | | Animals  Animal habitats  Lifecycles (butterfly/frog).  Minibeasts | | Plants –  What will happen to this seed/bulb?  Planting bean and sunflower seeds.  Lifecycles (plants) | | | Exploring materials –  Can you make a boat that floats?  Making a boat to carry a passenger. Making a boat out of plasticine and tin foil  Sinking and floating experiments | |
| Technology | | To engage with age appropriate software. | To explore the use of technology as a means of capturing images. | | To explore programming using bee bots. | | To use technology to promote speaking and listening. | | To use technology as a research tool. | | | To produce our own images and videos. | |
| IWB and I Pads  Using the recordable devices to record.  Torches for dark  reading den. | Use of I-Pad as a camera.  Introduce Chatterpix app. | | Bee-bots | | Introduce Walkie talkies in role-play  Using the recordable devices to record. | | Using iPads/laptops for research. | | | Using the I-pads, recordable devices to tell new intake what our class is like. | |
| RE (Understanding Christianity) | | Being Special: Where do we belong? | Incarnation: Why do Christians perform Nativity plays at Christmas? | | What times/stories are special and why? | | Why do Christians put a cross in an Easter garden? | | God/Creation: Why is the word ‘God’ so important to Christians? | | | What places are special and why? | |
| **Expressive Arts and Design**  Creating with Materials  Being Imaginative and Expressive | | 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.   * Explore, use, and refine a variety of artistic effects to express their ideas and feelings. * Explore and engage in music making and dance, performing solo or in groups. * Give children an insight into new musical worlds. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | | | | | | | |
| Develop storylines in their pretend play. | Sing in a group or on their own, increasingly matching the pitch and following the melody. | | Return to and build on their previous learning, refining ideas and developing their ability to represent them | | Create collaboratively sharing ideas, resources, and skills. | | Listen attentively, move to and talk about music, expressing their feelings and responses. | | | Watch and talk about dance and performance art, expressing their feelings and responses | |
| Possible Enhancements: | | | | | | | | | | | |
| Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did.  Collage of Elmer.  Basic mark-making using one colour.  Naming and using primary colours.  Experimenting with variety of tools.  Join in with role play games and use resources available for props.  Build models using construction equipment.  Superhero masks. | Transient art, Night pictures and natural collages.  Creating outer of space pictures  Rangoli Patterns.  Use clay to mould Diva Lamps.  Firework dances.  Painting simple shapes and filling with colour.  Listen to music and make their own dances in response.  Christmas decorations, Christmas cards, Christmas songs/poems  The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.  Role Play Party’s and Celebrations Role Play  The Nativity | | Learn a traditional African song and dance and perform it / Encourage children to create their own music.  Junk modelling, houses, bridges boats and transport.  Exploration of other countries – dressing up in different costumes.  Retelling familiar stories    Provide children with a range of materials for children to construct with.  Mother’s Day crafts  Easter crafts  Making lanterns, Chinese writing, puppet making, Chinese music and composition  Informal colour mixing Naming, mixing and using secondary colours. | | Rousseau’s Tiger / animal prints / Designing homes for hibernating animals.  Collage owls / symmetrical butterflies  Creating mini-beasts using different mediums (paint, collage, transient art).  Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.  Exploring working with paint on different surfaces and in different ways Painting without tools.  Shadow Puppets | | Still life drawings/paintings of plants and flowers.  Explore Van Gogh’s paintings and create own images.  Beginning to predict the end result when mixing colouring.  Children will explore ways to protect the growing of plants by designing scarecrows.  Life cycles, Flowers-Sun flowers  Father’s Day crafts  Provide a wide range of props for play which encourage imagination | | | Sand pictures / Rainbow fish collages  Lighthouse designs  Paper plate jellyfish  Puppet shows: Provide a wide range of props for play which encourage imagination.  Salt dough fossils  Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.  Colour mixing – underwater pictures. Mixing colour more purposefully to make a waterscape and then adding more detail to paintings in a number of sessions  Father’s  Day Crafts | |
| D and T (joining) | | Basic Level Joins glue stick, PVA glue with a glue brush, PVA glue with a spreader, make glue from flour | | | Mid-Level Joins masking tape, sticky tape, folding paper and card, elastic band, sticky tack, a paper clip, a stapler | | | | High Level Joins hole punch (single and double) split pins, treasury tags, stitching | | | | |
| Music | | Charanga – Me! | Charanga – My Stories | | Charanga - Everyone | | Charanga – Our World | | Charanga – Big Bear Funk | | | Charanga – Reflect, Rewind and Replay | |
| **Off Site Enrichment** | |  |  | | Castle Visit | |  | | . | | | Beach Trip/Aquarium | |
| **Internal Enrichment** | | Wild Tribe  Elmer parade | Wild Tribe  Police visit  Decorations Day | | Wild Tribe | | Wild Tribe  Lamb visit | | Wild Tribe | | | Wild Tribe  Beach safety day | |

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