



Our Early Years Curriculum 2022-2023

Our Vision:

Though we are many, we are one body. Together, we learn and grow.

God is at the heart of all we do, shining His light to guide us on our journey.

Together, we face change and transformation with courage.

In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.

Each member of our school community is honoured and celebrated for our unique character and qualities: difference is met with dignity and compassion.

Our Curriculum

We are determined that our curriculum will enable every child to succeed and have expectations which are aspirational.

Our curriculum has been designed in order to promote communication and language alongside children's personal, social and emotional development.

We aim to provide stimulating opportunities which allow children to discover and learn in a supportive, nurturing environment in order for them to feel confident, be resilient so they can take on new challenges along their journey, developing communication and language skills along the way.

We care about our children's well-being and listen to what they think and say. We encourage all pupils to have a voice and know that they are valued as unique individuals.

We create a sense of respect, tolerance and understanding of difference and diversity.

We embrace our local community and the wider world around us and seek to make a positive contribution.

We want our children to continue their journey as well-prepared, courageous, compassionate and determined individuals who are proud to belong to our Brierley family



Our Early Years Expectations

The Brierley child will:

- Demonstrate courageous advocacy
- Show an understanding of the importance of social action
- Look smart - shirts tucked in and wearing uniform and correct PE kit
- Use manners at all times - good morning/afternoon, please, thank you, excuse me
- Use standard English appropriately- all staff to correct speech
- Use full staff names
- Use cutlery correctly
- Be responsible for personal hygiene - tissues and hand washing
- Be responsible and show respect for school environment - keeping tidy, clean and organised (cloakrooms, bookshelves, library area, hall, alcove areas, corridor spaces, toilet cubicles/sink areas and flushing toilets)
- Demonstrate good social skills (sharing, turn taking, empathy, compassion)
- To show resilience in all aspects of school life (comforters used in exceptions)
- Know how to keep themselves safe (e-safety, road safety)
- Understand their place in the world eg Beautiful Brierley - Using the local area to enhance learning
- Link with local places of worship - St Paul's, Methodist church
- Treat with respect visitors/worship from different religious denominations
- Understand local, UK, Global issues - donate our time, resources, fund raising (Christian Aid, British Legion, Water Aid, Christians against poverty, Children in Need, Comic Relief, MacMillan), Harvest food-banks, Shoe box appeal, Bollingbroke House Care Home
- Welcome people from the community to support learning within school
- Use correct pencil grip
- Sit on chairs correctly
- Listen carefully to each other and instructions
- Follow school and class rules
- Engage in all aspects of learning
- Respond to a question appropriately
- Share ideas
- Always try their best even when things are difficult - endurance
- Complete all homework tasks and return them to school on time
- Practise reading regularly at school and home
- Engage in P.E. lessons & wear correct kit (Parents advised that if ears are to be pierced for it will be done at the start of the summer holidays)

EARLY YEARS Expectations.

At the end of Early Years children will:

Class Donaldson: EARLY YEARS

- Put own coat on and zipped up
- Wear correct shoes on the right feet
- Show independence for toileting and handwashing
- Hold equipment properly and safely
- Know the letter shape, name and number rhymes
- Correctly form letters and use finger spaces
- Handle books correctly
- Make eye contact when talking using verbal responses in conversation / interaction
- Sit on the carpet, being still
- Sit in chairs safely
- Tuck chairs under the tables
- Explore food and baking - linked to topics
- Know how to make a difference - Brierley (Being and Belonging)
- Know how to tidy away after themselves

Early Years

Long Term Overview

Early Years Curriculum
Knowledge, Skills and Understanding
Long Term Plan

Characteristics of Effective Learning		
Playing and Exploring	Active Learning	Creating and Thinking Critically
Children can investigate and experience things and have a go.	Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.	Children have and develop their own ideas, make links between ideas and develop strategies for doing things.
Themes which underpin learning and development in the Early Years		
A Unique Child	Positive Relationships	Enabling Environments
<p>Explore the world around them including the immediate environment</p> <p>Create representations that reflects their interests and new learning</p> <p>Imagine</p> <p>Participate in a range of teacher-led, child-initiated learning</p> <p>Recall experiences and share knowledge with others</p> <p>Show interest, enjoy and be motivated to learn new things</p> <p>Investigate and problem solve</p> <p>Use and apply skills in all areas of learning</p> <p>Develop a deeper understanding of curriculum aspects</p> <p>Remember key knowledge to support progression</p> <p>Link learning experiences through explanation and talk</p> <p>Make observations and ask questions</p> <p>Choose and make decisions</p> <p>Has confidence to initiate their own learning and use and build upon the ideas of others</p> <p>Responds in a variety of ways</p>	<p>Understand children's emotional well-being</p> <p>Engage in play with children</p> <p>Model and demonstrate a range of behaviours</p> <p>Encourage participation in a range of learning</p> <p>Model making mistakes and offer solutions</p> <p>Explain 'why' when playing with children</p> <p>Provide opportunities to develop knowledge, skills and understanding</p> <p>Prompt thinking, predicting and discussion in all areas of learning</p> <p>Use appropriate vocabulary</p> <p>Acknowledge and value efforts made by all children</p> <p>Support and scaffold learning</p> <p>Strengthen understanding through questioning and talk</p> <p>Invite children to share their ideas and experiences</p>	<p>Plan, teach and embed new skills and knowledge</p> <p>Offer and provide opportunities to develop and practise</p> <p>Use a wealth of stories as a teaching and learning tool</p> <p>Provide opportunities for children to develop their vocabulary in all areas of the classroom</p> <p>Enrich learning by offering new ideas, quality resources and role play opportunities</p> <p>Make time and space in the day to engage and build relationships with children</p> <p>Help children to make the right choices</p> <p>Explain and share our experiences with the children to help their understanding</p> <p>Offer opportunities to learn more about the local area and local people</p> <p>Emphasise learning behaviours and expectations</p> <p>Ensure there are opportunities to ask and answer questions</p> <p>Enable children to feel safe and comfortable if they make mistakes</p> <p>Ensure the environment is set up to meet the needs and abilities of all children.</p> <p>Provide print and language rich displays/areas that reinforces meaningful play</p> <p>Display a range of photographs, pupil voice, questions, prompts to embed learning</p> <p>Resource provision areas to promote current interests and develop vocabulary</p> <p>Allow flexibility in planning and learning so as to follow children's interests</p>

EARLY YEARS Curriculum Sequencing Development Matters and Learning Goals						
Topics	All About Me	Transport - Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
Areas of Learning and Aspects	Autumn Term		Spring Term		Summer Term	
Communication and Language						
Listening Attention and Understanding	Understand how to listen carefully and why listening is important. Engage in story times. Retell a simple story. Listen carefully to rhymes and songs paying attention to how they sound. Engage in non-fiction books.		Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding. Retell a story with some exact repetition and some in their own words. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		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.	
Speaking	Learn and use new vocabulary. Share ideas through conversation, story-telling and role-play with support and modelling from their teacher. Connect one idea or action to another 'and' and 'because'. Describe events. Develop social phrases.		Use new vocabulary in different contexts. Children elaborate their ideas and begin to use a rich range of vocabulary and language structures. Articulate ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work our problems and organise thinking and activities and to explain how things work and why they might happen.		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.	

Personal, Social and Emotional Development			
Self-Regulation	<p>See themselves as a valuable individual.</p> <p>Follow simple instructions with support if needed.</p> <p>Express their feelings.</p> <p>Reflect and self-evaluate their own work.</p> <p>Tidy up after themselves.</p> <p>Be able to take turns.</p> <p>Be able to wait politely.</p>	<p>Consider the feelings of others.</p> <p>With help, set own goals and achieve them.</p> <p>Identify their own feelings, socially and emotionally.</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>
Managing Self	<p>Develop problem solving skills.</p> <p>Know that it is ok to make mistakes.</p> <p>Know how to wash hands correctly.</p> <p>Be able to manage own toileting needs.</p> <p>Know the importance of eating plenty of fruits and vegetables.</p> <p>Know how to line up and queue.</p> <p>Use correct table manners at meal times.</p>	<p>Show some perseverance and resilience.</p> <p>Show that mistakes are an important part of learning and that going back is trial and error, not failure.</p> <p>Manage their own needs.</p> <p>Know and talk about the different factors that support their overall health and well-being (keeping safe, sleeping well, tooth brushing, healthy eating, exercise, screen time).</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>
Building Relationships	<p>Listen to EARLY YEARS staff and peers.</p> <p>Begin to make new friends.</p> <p>Share and co-operate with friends and peers during their learning.</p> <p>Talk about and discuss the feelings of characters in stories and how challenges are overcome.</p>	<p>Build constructive and respectful relationships.</p> <p>Explain to others how they thought about a problem or emotion and how they dealt with it.</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>

Physical Development			
Gross Motor skills	<p>Have some spatial awareness when moving around indoors and outdoors. Develop co-ordination, core strength, stability and balance.</p> <p>Safely use a range of small and large apparatus in the outdoors and indoors, alone and in a group.</p> <p>Explore moving in different ways, responding to a variety of stimuli.</p>	<p>Refine movements and actions when playing games outdoors.</p> <p>Develop agility.</p> <p>Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p> <p>Confidently and safely use a range of small and large apparatus in the indoors, alone and in a group.</p> <p>Combine different movements with ease and fluency.</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>
Fine Motor Skills	<p>Engage in a range of core strength and stability activities to develop fine motor skills.</p> <p>Practise tracing patterns.</p> <p>Begin to practise correct letter formation.</p> <p>Explore and play with small world activities, puzzles, arts and crafts.</p>	<p>Be able to form most lower case letters correctly and with some accuracy.</p> <p>Show greater control and proficiency in using tools such as scissors, paint brushes, pens and pencils.</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>

Literacy			
Comprehension	<p>Enjoy sharing and looking at books. Talk about and retell familiar stories. Join in with repeated refrains. Learn new vocabulary linked to stories shared.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate - where appropriate - key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
Word Reading	<p>Read individual letters by saying the sounds for them. Blend sounds in to words, so that they can read short words made up of known letter-sound correspondences. To read from left to right. Read a few common exception words matched to our phonic programme.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read words containing familiar letter groups. Read sounds speedily for blending. Read some longer words with known letter-sound correspondences. Read simple phrases and sentences mad up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>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.</p>
Writing	<p>Strengthen large-muscle co-ordination (whole body, leg, arm, foot) and small-muscle co-ordination (hands and fingers) skills. Write some/all of their name. Learn and write the letter shapes for sounds by remembering the memorable phrase (a = all around the apple). Touch each finger as each sound in a word is pronounced.</p>	<p>Form lower case and capital letters correctly. Write some letters with accuracy. Spell words by identifying the sounds and then writing the sound with letters. Be able to hold a sentence before writing it. Re-read what they have written to check that it makes sense.</p>	<p>Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>

Mathematics			
Number	<p>Count objects, actions and sounds. Say numbers in order and match one number name to each item. Say how many there are after counting. Say how many there might be before counting. Count out a smaller number from a larger group. Sing counting songs and rhymes and read stories that involve counting.</p>	<p>Link the number symbol (numeral) with its cardinal value. Record quantities in different ways - tallies, dots, numeral cards. Be familiar with using five frames and tens frames. Be familiar with the tens structure of the number system.</p>	<p>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.</p>
Numerical Patterns	<p>Explore the composition of numbers to 5, then 10. Develop simple understanding of part and whole and partitioning. Automatically recall number bonds for numbers 0-10. Explore using pattern and building sets. Copy 2D pictures and patterns with 3D resources. Be able to solve a range of jigsaws with increasing challenge.</p> <p>Compose and decompose shapes, investigating how shapes can be combined to make new shapes. Continue and copy repeating patterns.</p>	<p>Count beyond ten. Become familiar with two-digit numbers. Compare numbers Develop the use of vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Talk about how items are distributed and notice if they have been shared fairly. Understand the 'one more/one less than' relationship between consecutive numbers. Make predictions about what the outcome will be if one more is added/taken away. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Find 2D shapes within 3D shapes. Create repeating patterns. Begin to compare length, weight and capacity. Use comparative language 'than' when talking about measurements.</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; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

Understanding the World			
Past and Present	Begin to develop an understanding of the past and present	Be able to comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	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.
People, Culture and Communities	Talk about members of their immediate family and community - asking questions and making comments. Share and describe pictures of their family. Know that there are many different families in the world. Recognise that people have different beliefs and celebrate special times in different ways.	Name and describe people who are familiar to them. Know how people in the community (police, doctors, fire service and teachers) help others. Become familiar with a range of cultures through telling stories. Understand that some places are special to members of their community Recognise some similarities and differences between life in this country and life in other countries.	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.
The Natural world	Make comments on what they notice in the immediate environment - buildings, space, roads, other simple features. Explore the natural world around them. Describe what they see, hear and feel whilst outside including plants and animals.	Draw information from a simple map. Develop new vocabulary based on immediate environment. Know the name of the road, village, town the school is located in. Recognise some environments that are different to the one in which they live.	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.

Expressive Arts and Design			
Creating and Materials	<p>Explore colour-mixing. Match colours they see and represent. Return to and build on their previous learning. Work together using creative ideas. Use a range of materials to construct with. Talk about what they are making and solve problems that may arise as a result. Develop different techniques for joining materials. Handle and use tools with independence, care and increasing control. Talk about features in the natural world. Describe colours, shapes, textures and smells that they notice.</p>	<p>Use and refine colour-mixing techniques Express ideas and feelings using different artistic effects. Learn about art and artists through different stimuli. Refine ideas and develop their ability to represent them. Create collaboratively, sharing ideas, resources and skills</p>	<p>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.</p>
Being Imaginative and Expressive	<p>Listen to different kinds of music from around the world. Respond to music and discuss changes and patterns heard. Watch and talk about dance and performance art. Sing in a group or on their own. Learn and join in with call and response songs. Develop storylines in their pretend play. Incorporate props and costumes when engaged in pretend play. Play movement and listening games. Develop a steady beat whilst singing/tapping their knees. Dance to music and make their own music with instruments and sound makers. Create their own music.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Begin to match pitch and follow the melody when singing. Explore and engage in music making and dance, performing solo or in groups. Develop ability to tap rhythms to accompany words and lyrics to songs. Respond to changes in music. Join in with choreographed dances and choreograph their own dance moves.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>



Individual Areas of Learning - EARLY YEARS Yearly Overview

Curriculum Intent: Understanding the World & PSED (Religious Education)

RE - Long Term Map

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Barnsley Agreed Syllabus	MY WORLD - ME, MY FAMILY		SPECIAL TIMES		SPECIAL PLACES	MY WORLD - OTHER PEOPLE
EARLY YEARS Curriculum	CREATION (GOD) Why is the word 'God' so important to Christians?	INCARNATION Why do Christians perform Nativity plays at Christmas?		SALVATION Why do Christians put a cross in an Easter garden?		CREATION (GOD) Why is the word 'God' so important to Christians?
Bible Stories Covered	The Creation Story Adam and Eve		The Good Samaritan		Noah's Ark	
Christmas Theme		Jesus' Birthday				
Easter Theme				Remembering Jesus		
Visits		St Paul's Church			Brierley Methodist Church	

Christian Themes

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Christian Values (Alternate Years)	TRUST/ KOINONIA	PEACE/ HOPE	HUMILITY/ FRIENDSHIP	FORGIVENESS/ ENDURANCE	SERVICE/ COMPASSION	JUSTICE/ THANKFULNESS

Cultural Capital: Essential Learning Religious education

Early Years	By the end of Autumn Term All children will know:	By the end of Spring Term All children will know:	By the end of Summer Term All children will know:
	<p><u>Creation (Understanding Christianity)</u> <u>Why is the word God important to Christians?</u> To know the word God is a name. To know Christians believe God is the creator of the universe. To know the world was created in 7 days To know and sequence events from the Christian Creation Story To know the story of Adam and Eve from the Bible To retell the story through talk / role play</p> <p><u>My World: Me, My Family (BAS)</u> To say who is in their immediate family To show an awareness of their wider family To talk about their family To know families can be different To talk about different families</p> <p><u>Incarnation (Understanding Christianity)</u> <u>Key Question: Why do Christians perform Nativity plays at Christmas?</u> To know that Christians believe God came to Earth in human form as Jesus. To know that Christians believe Jesus came to show that all people are precious and special to God. Through drama know the main events and characters of the Christmas Story (Nativity) from the Bible</p>	<p><u>Special Times (BAS)</u> To know that families celebrate different events throughout the year To show an awareness of the ways in which families celebrate: weddings, baptisms, Eid, Divali, christenings, Christmas, Easter, Harvest.</p> <p><u>Salvation (Understanding Christianity)</u> <u>Why do Christians put a cross in an Easter Garden?</u> To know that Christians remember Jesus' last week at Easter To know Jesus' name means 'He saves'. To know that Christians believe Jesus came to show God's love. To be aware that Christians try to show love to others. To know the parable of The Good Samaritan from the Bible and understand that it shows how God would like Christians to behave</p>	<p><u>Special Places (BAS)</u> To identify a place special to themselves To know that a church is a special place for Christians To identify some activities that take place in a church To identify some artefacts associated with a church To know there are special places all over the world and identify some of these</p> <p><u>My World: Other People (BAS)</u> To talk about different groups they belong to To identify different people in their lives who are not family To be aware of people from different cultures, religions, parts of the world.</p> <p><u>Creation (Understanding Christianity)</u> <u>How can we care for our wonderful world?</u> To know Christians believe God made our wonderful world and so we should look after it. To know different ways we can care for the environment. To know the story of Noah's Ark from the Bible To retell the story through talk and role play To understand the basic meaning behind the story</p>

Curriculum Intent: Communication and Language & Literacy (English)

Reading

Early Reading

At Brierley CE Primary School, pupils are taught phonics using the Read Write Inc (R.W.I.) programme. Pupils work within ability groups which are defined by their performance on R.W.I. phonic assessments.

Pupils are re-assessed every 5 weeks and the groups are reorganised accordingly. The RWI lead ensures that specific sounds are planned for all staff delivering phonics and by using the teacher's handbooks, set routines are followed to ensure consistency and continuity.

All staff are responsible for organising their R.W.I groups, with the support of the R.W.I lead as required.

Delivery of Phonics

Initial sounds are taught in a specific order.

Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.

Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.

Set 2 sounds are to be taught after Set 1 (initial sounds)

Letter names are to be introduced with Set 3.

Children will then be directed to read a phonetically decodable book based on their current phonic level which has been carefully assessed and monitored by the phonic leader and using AFL by specific group teachers. These books will be used for individual reading with an adult and reading at home. The children will then progress through the levels S1:A to Grey banded books. At this point, the children will then move onto the Accelerated Reader programme.

Reading for pleasure: At Brierley Primary, we encourage our pupils to read for pleasure and to read widely. During this time, pupils explore a book of their choice, developing their reading skills and links to their own experiences. Children will be able to change their books regularly. In EARLY YEARS and Y1 a love of reading is instilled through shared reading, using large print books and picture books. Pupils learn that words and pictures have meaning through a range of practical activities and familiar stories. Pupils are encouraged to explore sequences in stories and how to make simple predictions. Children also benefit from shared reading sessions with their class teacher each day, during which they hear reading being modelled using lively intonation and expression.

Each classroom has a reading corner and children are able to choose a book from it that they may read for pleasure. Within the reading corner, there are a range of genres to support and enable children to read a range of different texts. The school library is available for children to use as a reference tool for supporting their learning in the curriculum. For example, if children are studying rivers in geography, they can borrow a book to help them learn about the different stages of a river, current and/or natural disasters such as flooding.

Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of the children. The teacher assesses how children:

read the grapheme chart

read the green and red word lists

decode the ditty/story

comprehend the story

Each group leader identifies pupils that need extra reinforcement of a particular element that has been covered and they are supported by 'Pinny time' after the session so that they keep up.

Monitoring and Review

The R.W.I. lead organises the assessment of all pupils accessing phonics and designates pupils to the correct groups, assigns leaders to groups, 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups.

Where necessary the R.W.I. lead models lessons, directs staff to the appropriate teaching spaces and is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.

Class Reading

Teaching and support staff will listen to children read individually and in RWI Phonic groups. In Reception reading is taught through a shared reading approach using age appropriate class texts carefully selected to enthuse the children and expose them to a sophisticated range of language, vocabulary and rhyme, over a 2 week period. The English Hub framework guides the planning of daily shared reading sessions in FS2 whereby pupils are encouraged to explore the plot (problem & solution), join in with repeated phrases and rhyme, answer text related questions, sequence events & explore characters through a range of role play activities. Echo reading is promoted with children so they can practise being 'readers'.

Literacy

Year			
FS2	Autumn 1	Spring 1	Summer 1
Word Reading Early Reading and Phonics	m, a, s, d, t, i, n, p, Speed sounds Single letter sounds Hears and says the initial sound in words.	l, h, r, j, v, y, w, z, x, 1.3 bad, bin, can, cat, cot, cup, kit, mud, up, back, kick, lock 1.4 fan, fat, fish, fun, had, hen, hit, let, lip, log, met, sack, set, ship, shop Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.	Continue to segment and blend sounds to read/write words from Set 1. ay, ee, igh, ow, oo 1.7 bell, best, blob, blip, brag, clip, dress, drip, drop, flag, flop, frog, from, gran, grin, mess, pram, prop, skip, slid, slip, test, thing, think, trip, well, wink ay: spray play day way may say ee: see three been green seen sleep igh: high, night, sight, light ow: blow snow slow know flow glow oo: too zoo mood pool stool moon spoon 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 The, of, to, I, my, me, go, he, said, are, you, your
Comprehension	Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understands use of objects eg <i>What do we use to cut things?</i> Looks at books independently. Handles books carefully. Holds books the correct way up and turns pages. Shows interest in illustrations and print in books and print in the environment. Able to follow a story without pictures or props. Continues a rhyming string Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks eg <i>who, what, when, how</i> Builds up a vocabulary that reflects their breadth of experience. Beginning to be aware of the way stories are structured. Suggest how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Knows that information can be retrieved from books and computers.	They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are about to happen in the future. They develop their own explanations by connecting ideas or events. They demonstrate understanding when talking with others about what they have read. They demonstrate understanding when talking with others about what they have read. Shares opinions about books and talks about favourite books and characters Demonstrate understanding of what has been read to them by retelling stories and narratives
Writing	Draws lines and circles using gross motor movements.	Hears and says the initial sound in words. Can segment the sounds in simple words and	Children use their phonics knowledge to write words in ways which match their spoken sounds.

	<p>Uses one-handed tools and equipment. Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters eg letters from their name.</p>	<p>blend them together.</p> <p>Links sounds to letters, naming and sounding letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly.</p> <p>Writes own name and other things, such as labels and captions.</p> <p>Shows a preference for a dominant hand. Begins to use anti-clockwise movements and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>They use key features of narrative in their own writing.</p>	<p>They also write some simple irregular words. Some words are spelt correctly and others are phonetically plausible.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and fullstop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Write simple phrases and sentences that can be read by others.</p>
Handwriting	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Form lower-case and capital letters correctly.</p>
Speaking	<p>Beginning to use more complex sentences to link thoughts eg using and / because.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Uses a range of tenses eg play, played, playing</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Listens and responds to ideas expressed by others in conversations or discussion. 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>Use past, present and future forms accurately when talking about events that have happened or are about to happen in the future</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by the experience of books.</p>

	<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
Word Reading Early Reading and Phonics	<p>g, o, c, k, u, b, f, e, Speed sounds Single letter sounds Blending sounds into words</p> <p>1.1 at, mat, mad, sad, dad, sat and, an, dog, dig, gap, got, in, it, on, pan, pin, sit, tip, top Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p>	<p>th, sh, ch, qu, ng, nk (Special Friends) 1.5 jam, jet, jog, rat, red, run, sock, vet, web, wet, win, wish, yap, yes, yum 1.6 bang, box, chat, chin, chop, fox, fix, quit, quiz, sing, six, thick, thin, thing, this, wing, zap, zip, the, your, said, you, my, I, he, are, of, no Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.</p>	<p>Early Reading and Phonics Continue to segment and blend sounds to read/write words from Set 1 and Set 2. 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</p>
Comprehension	<p>Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understands use of objects eg <i>What do we use to cut things?</i> Beginning to understand 'why' and 'how' questions. Can retell a simple past event in correct order eg <i>went down slide and hurt finger</i> Listens to and joins in with stories and poems, one-to-one and also in small groups.</p>	<p>Enjoys an increasing range of books. Able to follow a story without pictures or prompts. Listens and responds to ideas expressed by others in conversation or discussion. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are about to happen in the future. They develop their own explanations by connecting ideas or events. They demonstrate understanding when talking with others about what they have read. Shares opinions about books and talks about favourite books and characters Demonstrate understanding of what has been read to them by retelling stories and narratives Use their own words and recently introduced vocabulary to retell narratives Anticipate (where appropriate) key events in stories Links what has been read to own experiences Features of fiction and non-fiction books</p>

Writing	<p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment with greater accuracy.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters eg letters from their name.</p>	<p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly.</p> <p>Writes own name and other things, such as labels and captions.</p> <p>Shows a preference for a dominant hand. Begins to use anti-clockwise movements and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly.</p> <p>Writes own name and other things, such as labels and captions.</p> <p>Shows a preference for a dominant hand.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Children use their phonics knowledge to write words in ways which match their spoken sounds. They also write some simple irregular words. Some words are spelt correctly and others are phonetically plausible.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
Handwriting	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Form lower-case and capital letters correctly.	Form lower-case and capital letters correctly.
Speaking	<p>Continue to use more complex sentences to link thoughts eg using and / because.</p> <p>Uses a range of tenses eg play, played, playing</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p>	<p>Use past, present and future forms accurately when talking about events that have happened or are about to happen in the future</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>
Vocabulary	Letter, Alphabet, Rhyme, Phoneme, Grapheme, Digraph, Trigraph, Sentence, Capital letter, Finger spaces, Full Stop		

Handwriting Progression Map EYFS

Teaching sequence in handwriting

This is the sequence that is followed:

Hand and finger strength

Seating position

Pencil grip

Tracing Patterns

Over teacher's writing (highlighter)

Under teacher's writing (directly under words - write in large letters, leave large spaces between words)

Independence

These are the four-letter families and order that they are taught:

Curly Caterpillar Letters: c, a, o, d, g, q, e, s,

Ladder Letters: l, i, t, u,

One-Armed Robot Letters: r, b, n, h, m, k, p

Zigzag Monster Letters: v, w, x, z

More complex letters from the 4 families: f, j, y


Digits 0-9

Capital Letters A-Z

Capital letters do not join to lower case letters

Links to phonic knowledge and development





As children begin learning the pure sounds in FS2, reference is made to the pictures and the air-write phrase which acts as an aid in helping the children to write the sound. By learning the rhymes helps remind them of the pictures and symbols that demarcate the sounds.

Sound	Sound with picture	Air-Write phrase
m		Down Maisie, mountain, mountain

Example of a RWI sound card with the mnemonic

The development of a tripod grasp

The pictures below show the developmental stages that a child may go through when learning to hold a pencil. In all year groups we remind children to use the appropriate grasp when writing.

			
1-1½ years Palmar Supinate Grasp	2-3 years Digital Pronate Grasp	3½-4 years Static Tripod Grasp	4½-6 years Dynamic Tripod Grasp

(Erhardt, 1994)

Handwriting position

Posture: Children are taught the importance of sitting upright and correctly on their chair, with their feet on the floor, their chair tucked in and their bottom at the back of the seat.

Position of paper: Left handed children are encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging. Right handed children may find it helpful to tilt paper slightly to the left. Paper is steadied with the free hand.



Our handwriting style

We use Twinkl Cursive unlooped as our preferred handwriting style.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww Xx Yy Zz 0123456789

EYFS Handwriting

EYFS Requirements (Development Matters)

Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower-case and capital letters correctly.

<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
Focus on mark making and developing fine motor skills through a range of activities, such as Funky Fingers Teaching the correct seating position Pencil Grip Tracing patterns CC Letters: c, a, o, d, g, q, e, s, Learn to write name (copy)	L Letters: l, i, t, u (recap as needed) OR Letters: r, b, n, h, m, k, p Digits 0-9 Write name using the correctly formed lower case letters with a capital at the beginning	ZM Letters: v, w, x, z (Recap as needed) More complex letters: f, j, y Begin to use and apply in writing activities with some independence
<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
Teaching the correct seating position Pencil Grip Tracing patterns CC Letters: c, a, o, d, g, q, e, s (Recap as needed) L Letters: l, i, t, u, Learn to write name	OR Letters: r, b, n, h, m, k, p (recap as needed) ZM Letters: v, w, x, z Digits 0-9 Write name independently using the correctly formed lower case letters with a capital at the beginning	Consolidation of letter formation of lower case letters CC Letters: c, a, o, d, g, q, e, s, L Letters: l, i, t, u, OR Letters: r, b, n, h, m, k, p ZM Letters: v, w, x, z More complex letters: f, j, y Use and apply in writing activities with independence

Curriculum Intent: Number & Number patterns (Mathematics)

Cultural Capital: Essential Learning Mathematics

	By the end of Autumn Term All children will know:	By the end of Spring Term All children will know:	By the end of Summer Term All children will know:
EARLY YEARS	<p>Pupils will build previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers <p>connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <ul style="list-style-type: none"> • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts. <p><u>Pattern</u></p> <p>To continue an AB Pattern</p> <p>To copy an AB pattern</p> <p>To make their own AB pattern</p> <p>To identify an error in an AB pattern</p> <p>To identify the pattern of repeat in an AB pattern</p>	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers <p>understand that two equal groups can be called a 'double' and connect this to finger patterns</p> <ul style="list-style-type: none"> • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <p><u>Pattern</u></p> <p>To continue an ABC Pattern</p> <p>To continue an ABC Pattern which ends mid-unit</p> <p><u>Measures</u></p> <p>To compare units of different sizes in practical contexts</p> <p>To recognise the relationship between the size of an object and the number of units</p> <p>To begin to use a range of units to compare length, weight and capacity</p> <p><u>Shape and Space</u></p> <p>To develop awareness of shape through exploration and construction</p> <p>To explore attributes of shapes</p> <p>To choose shapes to fill a particular need</p> <p>To identify similarities between shapes</p> <p>To notice shape properties of objects</p> <p>To show awareness of the different properties of shapes: curvedness, sides, corners, equal, parallel, angles</p>	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek <p><u>Pattern</u></p> <p>To make an ABB Pattern</p> <p>To make an ABBC Pattern</p> <p>To identify errors in a ABB pattern</p> <p>To symbolise a pattern in a range of ways</p> <p>To describe a pattern structure</p> <p>To make a pattern which repeats around a circle</p> <p>To make a pattern around a border with a fixed number of spaces</p> <p>To identify patterns around us</p> <p><u>Measures</u></p> <p>To begin to use time to sequence events</p> <p>To know important times during the school day</p> <p>To sequence times of events significant to them</p> <p>To know days of the week</p> <p>To know and use yesterday, today and tomorrow</p> <p>To begin to experience specific time durations & use associated language</p>

	<p><u>Measures</u></p> <p>To recognise specific attributes of length, weight and capacity</p> <p>To compare amounts of continuous quantities relating to length, weight and capacity using the correct vocabulary</p> <p>To show awareness of comparison in estimating and predicting</p> <p>To compare indirectly (use one thing to compare with 2 others and order) relating to height, weight and capacity</p> <p><u>Shape and Space</u></p> <p>To develop spatial awareness as they experience different viewpoints by rotating and reflecting images and notice how they fit together</p> <p>To develop spatial vocabulary:</p> <p>Position: in, on, under</p> <p>Direction: up, down, across, in front of, behind, forwards, backwards (left & right)</p> <p>To represent spatial relations through drawing simple representations from different viewpoints</p>		<p><u>Shape and Space</u></p> <p>To identify 2D shapes as faces on 3D shapes</p> <p>To name some common 2D and 3D shapes</p> <p>To describe properties of shapes</p> <p>To develop awareness of relationship between shapes including shapes within shapes.</p>
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Curriculum Intent:

Understanding the World -

The Natural World (Science)

Cultural Capital: Essential Learning Science

	By the end of Autumn Term All children will know:	By the end of Spring Term All children will know:	By the end of Summer Term All children will know:
EARLY YEARS	<p style="text-align: center;"><u>The Human Body</u></p> <p>To know my body has different parts To identify main body parts and their functions. To know my body can do amazing things. To talk about all the different things our bodies can do including move, think & play To know we have bones inside our bodies that help us to move.</p> <p style="text-align: center;"><u>Autumn</u></p> <p>To know there are four seasons; spring, summer, autumn and winter. Begin to identify specific things that happen and activities we do in autumn To know during autumn, some trees lose their leaves. To look closely at leaves and describe them. To use senses to explore the changing seasons To name and describe different weather conditions and temperatures</p> <p style="text-align: center;"><u>Sound - Music Provision Areas</u></p> <p>To explore making and describe sounds with a range of instruments (loud, soft, long & short)</p> <p style="text-align: center;"><u>Electricity - Home Corner Provision Areas</u></p> <p>To be able to identify some common appliances that run on electricity</p> <p style="text-align: center;"><u>WORKING SCIENTIFICALLY</u></p> <p><u>Asking Questions & Planning</u> To know and understand 'why' questions <u>Investigating</u> To know how to use all their senses in hands-on exploration of natural materials. <u>Concluding & Reviewing</u> To know how to talk about what they see, <u>Scientific language</u> To use a wider scientific vocabulary.</p> <p style="text-align: center;"><u>Forces</u></p> <p>To know that some objects float and others sink. To identify the forces of push, pull and twist.</p> <p style="text-align: center;"><u>Winter - Animal Hibernation & Survival</u></p> <p>To know there are four seasons; spring, summer, autumn and winter. Begin to identify specific things that happen and activities we do in winter. To know the impact winter weather can have on transport in the UK. To know during winter some animals hibernate To name some animals that hibernate and give a reason why.</p>	<p style="text-align: center;"><u>Space - Our Planet Earth</u></p> <p>To know we live on planet Earth. To be able to explain that planet Earth has air for us to breathe, land to live on and oceans. To begin to understand that gravity keep us standing on the ground.</p> <p style="text-align: center;"><u>Space - Solar System & Space Travel</u></p> <p>To know there are planets in our solar system, and they are very different to each other. To recognise the names and features of the planets. To know the sun is a star located at the centre of our solar system. To know that the stars we see in the sky are very far away. To understand that things that are far away can appear small, but if we were near to them we'd see they are not.</p> <p style="text-align: center;"><u>The Sun, Day & Night</u></p> <p>To know the sun gives us light To know dark is the absence of light To distinguish between day and night To have opportunities to play with shadows To have opportunities to play with torches</p> <p style="text-align: center;"><u>Spring</u></p> <p>To know there are four seasons; spring, summer, autumn and winter. To identify the first signs of spring and activities we do in spring</p> <p style="text-align: center;"><u>Sound - Music Provision Areas</u></p> <p>To explore making and describe sounds with a range of instruments (loud, soft, long & short)</p> <p style="text-align: center;"><u>WORKING SCIENTIFICALLY</u></p> <p><u>Asking Questions & Planning</u> To know how to ask questions to find out more and to check what has been said to them. To know how to use talk to work out problems and organise thinking and activities. <u>Investigating</u> To know how to describe what they see, hear and feel while they are outside. To know how to describe events in some detail. <u>Concluding & Reviewing</u> To know how to explain how things work and why they might happen. To know how to articulate their ideas and thoughts in well-formed sentences. <u>Scientific language</u> To know new scientific vocabulary.</p>	<p style="text-align: center;"><u>Summer</u></p> <p>To know there are four seasons; spring, summer, autumn and winter. Begin to identify specific things that happen in summer and activities we do in summer</p> <p style="text-align: center;"><u>Plants</u></p> <p>To identify and draw a range of common plants</p> <p style="text-align: center;"><u>Changing States of Matter</u></p> <p>To know some materials melt when heated To know some materials cook when heated</p> <p style="text-align: center;"><u>Sound - Music Provision Areas</u></p> <p>To explore making and describe sounds with a range of instruments (loud, soft, long & short)</p> <p style="text-align: center;"><u>WORKING SCIENTIFICALLY</u></p> <p><u>Investigating</u> To know how to explore the natural world around them. To know how to describe what they see, hear and feel while they are outside. <u>Concluding & Reviewing</u> To know how to make comments about what they have heard and ask questions to clarify their understanding. <u>Scientific language</u> To know how to use new scientific vocabulary in different contexts.</p> <p style="text-align: center;"><u>Summer Safety</u></p> <p>To know there are four seasons; spring, summer, autumn and winter. To know how to stay safe in the sun</p> <p style="text-align: center;"><u>Sound - Music Provision Areas</u></p> <p>To explore making and describe sounds with a range of instruments (loud, soft, long & short)</p> <p style="text-align: center;"><u>WORKING SCIENTIFICALLY</u></p> <p><u>Investigating</u> To know how to explore the natural world around them. To know how to describe what they see, hear and feel while they are outside. <u>Concluding & Reviewing</u> To know how to make comments about what they have heard and ask questions to clarify their understanding. <u>Scientific language</u> To know how to use new scientific vocabulary in different contexts</p>

	<p>Changing States of Matter To know that frost and ice melts with warmth. To know ice is frozen water.</p> <p>Sound - Music Provision Areas To explore making and describe sounds with a range of instruments (loud, soft, long & short)</p> <p>Electricity - Home Corner Provision Areas To be able to identify some common appliances that run on electricity</p> <p>Electricity - Santa's Grotto Provision Areas To explore and name battery cell, wires and bulbs through play</p> <p>WORKING SCIENTIFICALLY Asking Questions & Planning To know how to ask questions to find out more and to check what has been said to them. To know how to use talk to work out problems and organise thinking and activities. Investigating To know how to describe what they see, hear and feel while they are outside. To know how to describe events in some detail. Concluding & Reviewing To know how to explain how things work and why they might happen. To know how to articulate their ideas and thoughts in well-formed sentences. Scientific language To know new scientific vocabulary.</p> <p>Characteristics of Effective Learning Playing and Exploring Plan and think ahead about how they will explore or play with objects Make independent choices. Respond to new experiences brought to their attention Active Learning Show goal-directed behaviour Begin to correct their mistakes themselves. Keep on trying when things are difficult. Creating and Thinking Critically Sort materials. Review their progress as they try to achieve a goal and check how well they are doing. Solve real problems. Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p>	<p>Growing & Changing - Plants To know that some scientists look closely at plants. To know plants need water and light to grow. To experience growing a plant from seed and observing plant growth. To be able to talk about how plants grow To know that living things, such as plants, grow and change throughout the year. To know we can grow food to eat. To name and describe a range of fruit and vegetables. To have experience of handling and tasting a range of fruit and vegetables</p> <p>Growing & Changing - People To know we grow and change throughout our lives. To describe some of the phases of the human life cycle. To know they have changed since they were born and can describe some of the things they can do now that they couldn't before. To know when we become adults there are many different things we can do. With support, have the opportunity to seek patterns, test an idea, measure, compare and contrast and draw conclusions.</p> <p>Growing & changing - Animals & Life Cycles To know that animals grow and change. To recognise the adult and child stages of various animals and their corresponding names e.g. cow (calf) etc. To understand that all animals are living things that grow and change over time. To know that a caterpillar changes into a butterfly.</p> <p>Sound - Music Provision Areas To explore making and describe sounds with a range of instruments (loud, soft, long & short)</p> <p>WORKING SCIENTIFICALLY Asking Questions & Planning To know how to ask questions to find out more and to check what has been said to them. To know how to use talk to work out problems and organise thinking and activities. Investigating To know how to describe what they see, hear and feel while they are outside. To know how to describe events in some detail. Concluding & Reviewing To know how to explain how things work and why they might happen. To know how to articulate their ideas and thoughts in well-formed sentences. Scientific language To know how to use new scientific vocabulary in different contexts.</p>	<p>Characteristics of Effective Learning Playing and Exploring Plan and think ahead about how they will explore or play with objects Make independent choices. Respond to new experiences brought to their attention Active Learning Show goal-directed behaviour Begin to correct their mistakes themselves. Keep on trying when things are difficult. Creating and Thinking Critically Sort materials. Review their progress as they try to achieve a goal and check how well they are doing. Solve real problems. Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p>
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		<p style="text-align: center;"><u>Characteristics of Effective Learning</u></p> <p>Playing and Exploring Plan and think ahead about how they will explore or play with objects Make independent choices. Respond to new experiences brought to their attention</p> <p>Active Learning Show goal-directed behaviour Begin to correct their mistakes themselves. Keep on trying when things are difficult.</p> <p>Creating and Thinking Critically Sort materials. Review their progress as they try to achieve a goal and check how well they are doing. Solve real problems. Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p>	
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Curriculum Intent: Understanding the World- Past & Present (History)

Cultural Capital: Essential Learning History

	By the end of Autumn Term All children will know:	By the end of Spring Term All children will know:	By the end of Summer Term All children will know:
EARLY YEARS	<p><u>All About Me</u></p> <p>To know humans change over time Begin to recognise different growth stages within the life cycle of a human. Begin to imagine what they might do when they are an adult. Begin to recognise and think about the past, present and the future. To know that families grow and change over time. To be able to talk about their families and the people who care for them. To recognise some people are at different ages and stages in their life. To begin to understand chronology and the passing of time.</p> <p><u>Transport - Past and Present</u></p> <p>To know transport in the past was different from the present day To know George Stephenson designed a steam train called Rocket. To know that trains ran by steam in the past. To know transport has changed over time. To begin to think about the future. To know Ernest Shackleton was an explorer who travelled to Antarctica. To know travelling in the coldest places on earth can be challenging.</p>	<p><u>Space</u></p> <p>To know people have been looking into space and asking questions for many years. To know people have told stories about the stars for many years. To know in the past astronauts have walked on the moon. To know that astronauts are people who travel into space. To recognise Neil Armstrong as an astronaut that walked on the surface of the moon. To know the Mars Rover is a robot that is exploring Mars. To have an opportunity to role play the moon landings and then use their imaginations to decide where their rocket may go next.</p> <p><u>Growing and Changing</u></p> <p>To know people and places change over time To be able to describe how land use has changed over time from farmland, where farmers used hand and horse ploughs to new housing estates (linking back to previous units and how children have considered chronology). To know we grow and change throughout our lives. To describe some of the phases of the human life cycle. To know they have changed since they were born and can describe some of the things they can do now that they couldn't before. To know when we become adults there are many different things we can do.</p>	<p><u>Kings and Queens</u></p> <p>To know that In England we have a King called King Charles III To recognise the Union Jack. To know and understand that the crown of England is passed down through the Royal Family To know that the King is part of the Royal Family. To know a palace is a special building where a King or Queen lives. To recognise Buckingham Palace as a special place. To know when the King is visiting a place, the Royal Standard (flag) flies. To know The King's Guard protects The King. To know that the King's Guard wear special uniform and protect the King. To talk about a local building with Royal links or historical significance. To know that new Kings and Queens have a coronation ceremony. To be able to talk about what happens during a coronation To know Royal Coronations happen at Westminster Abbey To be able to recognise Westminster Abbey and locate it on a map. To identify St Edward's Crown and the sceptre and orb worn during coronations To know that King John made some promises in the Magna Carta. To know the Barons asked King John to make promises in the Magna Carta.</p>

		<p>To think about things they'd like to do in the future; travel, talents, interests, jobs, etc.</p> <p>To have the opportunity to think about a wide range of careers they may aspire to do in the future.</p>	<p>To know that King John taxed people and put people in prison.</p> <p>To know The Magna Carta contains important rules and promises.</p> <p>To know that the Magna Carta is an important document from history.</p> <p>To explain what they know about King John.</p> <p>To know that our government makes choices for our country.</p> <p>To know that the Prime Minister is chosen to make decisions about our country.</p> <p>To know that adults vote (or choose) who they want to be our Prime Minister.</p> <p>To have an opportunity to think about what they would do if they were Prime Minister.</p> <p style="text-align: center;"><u>Stories from the Past</u></p> <p>To know that fairytales have been told for a long time</p> <p>To know that fairytales are stories passed on by people from a long time ago.</p> <p>To be able to talk about characters and events in a story.</p> <p>To know that we can be storytellers.</p> <p>To be able to retell one or more well-known fairy tales.</p> <p>To know that we can tell stories in different ways.</p> <p>To know that we can learn things from stories from the past.</p> <p>To understand that over time, stories can change. Children will create their own books.</p> <p>To understand that stories can help to explain things.</p> <p>To know that stories have been told around the world for many years.</p> <p>To begin to understand that stories can help to explain things.</p> <p>To know that Prometheus was a God from Ancient Greek Myths.</p>
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			<p>To know the Ancient Greeks told stories a long time ago.</p> <p>To know that the Ancient Greeks were people who lived in Greece a long time ago.</p> <p>To understand fables teach us lessons.</p> <p>To know that Aesop was a storyteller from Ancient Greece.</p> <p>To know Aesop's Fables are stories that teach us lessons.</p> <p>To know that animals are often important in stories.</p> <p>To have the opportunity to role play a fable.</p> <p>To know that the Anansi stories came from West Africa.</p> <p>To know that stories have been told for many years, all around the world.</p> <p>To know that the Anansi stories were first told in West Africa.</p> <p>To know that Anansi is a wise and mischievous character.</p> <p>To know that the Ashanti told lots of different stories about Anansi the Spider.</p>
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Curriculum Intent: Understanding the World- People, Culture & Community (Geography)

**Cultural Capital: Essential Learning
Geography**

	By the end of Autumn Term All children will know:	By the end of Spring Term All children will know:	By the end of Summer Term All children will know:
EARLY YEARS	<p align="center"><u>All About Me</u></p> <p>To know where my school is. To know the name of my school and the name of the place where it is located. To become familiar with the school grounds. To know where I live. To describe their journey to school. To begin to understand that maps show us where places are located. To begin to understand that locations can be different. To know people in our community help us. To know that people in our community work together to make it a good place to live. To name some people within our community who help us. To know when there is an emergency, people can help us. To know that emergency services are there when people need urgent help. To identify the emergency services.</p> <p align="center"><u>Transport - Past and Present</u></p> <p>To know there are many different types of transport. To name and describe common types of transport To think about how we travel safely To know we must be aware of our safety when we travel around. To talk with increasing confidence about transport. To know there are different types of land transport around the world. To know there are different types of water transport around the world.</p>	<p align="center"><u>Space</u></p> <p>To know people who travel into space are called astronauts. To find out about the International Space Station and know astronauts live and work there. To begin to understand that astronauts have to train and work hard so they know how to survive in space. To be able to imagine themselves as astronauts.</p> <p align="center"><u>Growing and Changing</u></p> <p>To know that people and places change over time To know we have four seasons on earth; spring, summer, autumn and winter. To recognise there are different seasons name them and will be able to describe things we do in the different seasons. To be able to describe how the seasons change over a year. To know that living things, such as plants, grow and change throughout the year. To know some trees keep their leaves whilst others lose them during autumn. To know we can grow food to eat To name and describe a range of fruit and vegetables. To have experience handling and tasting a range of fruit and vegetables. To understand that farmers can grow food for us to eat. To know some crops that grow nearby (if locally relevant).</p>	<p align="center"><u>Kings and Queens</u></p> <p>To think about how we could improve our school or local area To begin to understand that there are people responsible for our school and local area.</p> <p align="center"><u>Stories from the Past</u></p> <p>To know Greece is a country in Europe and is made up of many Islands. To know Africa is a continent with many different countries. To be introduced to points of the compass: north, south, east and west. To know that the Anansi stories were first told in West Africa by the Ashanti people. To know that as many Ashanti moved to different parts of the world they took their stories with them.</p>

Curriculum Intent: Understanding the World (Computing)

Cultural Capital: Essential Learning Computing

	By the end of Autumn Term All children will know:	By the end of Spring Term All children will know:	By the end of Summer Term All children will know:
EARLY YEARS	<p><u>Computing Systems & Networks:</u> <u>Using a Computer</u></p> <p>To know what a keyboard is and how to locate relevant keys. To log in and out. To know what a mouse is and develop control when using a mouse. To develop basic mouse skills, including moving and clicking and using an online paint tool.</p>	<p><u>Programming:</u> <u>All about Instructions</u></p> <p>To follow instructions as part of practical activities and games. To give simple instructions. To know that an algorithm is a set of instructions to carry out a task, in a specific order. To use logical reasoning to read simple instructions and predict the outcome.</p> <p><u>Computing Systems & Networks:</u> <u>Exploring Hardware</u></p> <p>To explore and tinker with different hardware To know the relevant vocabulary. To identify where technology is used in places that they are familiar with, such as homes and school. To know how to operate a basic camera to take photographs of independent play. To further develop their photography skills, taking photographs of their discoveries on a walk around the school grounds. To be able to take selfie photographs to create a class gallery.</p>	<p><u>Programming:</u> <u>Programming BeeBots</u></p> <p>To know the meaning of directional arrows To follow a simple sequence of instructions. To experiment with programming a Bee-Bot/Blue-Bot To tinker with hardware to develop familiarity. To know relevant vocabulary. To know how to give simple commands. To follow an algorithm as part of an unplugged game To debug instructions when things go wrong (with the help of an adult)</p> <p><u>Data Handling:</u> <u>Introduction to Data</u></p> <p>To sort and categorise objects as part of their play. To sort themselves into groups based upon given categories and then independently. To respond to yes/no questions as an introduction to branching databases. To know and use branching databases through physical sorting and categorising. To interpret a basic pictogram.</p>

Curriculum Intent: Expressive Arts and Design (Design and Technology)

Cultural Capital: Essential Learning

Design and Technology

	By the end of Autumn Term All children will know:	By the end of Spring Term All children will know:	By the end of Summer Term All children will know:
EARLY YEARS	<p style="text-align: center;"><u>Junk Modelling</u></p> <p>To explore and investigate the tools and materials in the junk modelling area. To develop scissor skills. To investigate cutting different materials. To learn how to plan and select the correct resources needed to make a model. To verbally plan and create a junk model. To share a finished model and talk about the processes in its creation. To explore different ways to temporarily join materials together.</p> <p style="text-align: center;"><u>Seasonal Project</u></p> <p>To create a picture with a simple sliding mechanism.</p>	<p style="text-align: center;"><u>Textiles - Book Marks</u></p> <p>To develop threading and weaving skills. To practise and apply weaving skills to a specific material e.g. paper. To practise and apply threading skills with specific materials e.g. hessian and wool. To use threading or sewing to design a product (bookmark). To create a textiles product (bookmark) following their own design. To reflect with children on how they have achieved their aims.</p> <p style="text-align: center;"><u>Food - Soup</u></p> <p>To explore fruits and vegetables and the differences between them. To use adjectives to describe how fruits and vegetables look, feel, smell and taste. To listen to and recall elements from the story 'The Best Pumpkin Soup.' To explore a pumpkin and describe it using the five senses. To design a fruit and vegetable soup recipe. To practise cutting with a knife. To learn how to use a knife safely. To safely use tools to prepare ingredients. To describe the finished product and evaluate the process. To design food packaging.</p>	<p style="text-align: center;"><u>Structures - Boats</u></p> <p>To understand what waterproof means and to test whether materials are waterproof. To test and make predictions for which materials float or sink. To learn about the different features and structures of boats and ships. To investigate how the shape and structure of boats affects the way they move. To design a boat. To create a boat based upon their own design.</p>

Curriculum Intent: Physical Development (Physical Education)

Cultural Capital: Essential Learning

Physical Education

EARLY YEARS DEVELOPMENT MATTERS PHYSICAL DEVELOPMENT: EARLY LEARNING GOALS (ELG)			
<p>Moving and Handling - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively</p> <p>Health and Self Care - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>Promote Teamwork, turn taking and sportsmanship.</p>			
EARLY YEARS	Autumn Term	Spring Term	Summer Term
	<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
	<p><u>Personal Cog -Coordination & Static Balance.</u></p> <p>Coordination - Footwork</p> <p>Physical Focus</p> <ul style="list-style-type: none"> Side-step in both directions. Gallop, leading with either foot. Hop on either foot. Skip. Keep your head up. Bend your knees to help balance. Work off the balls of your feet. Good control Good balance Smooth movements <p>Personal Skills</p> <ul style="list-style-type: none"> I enjoy working on simple tasks with help. - Expected Standard 	<p><u>Cognitive Cog - Dynamic Balance and Static Balance.</u></p> <p>Dynamic Balance - On a line</p> <p>Physical Focus</p> <ul style="list-style-type: none"> Walk forwards with fluidity and minimum wobble. Walk backwards with fluidity and minimum wobble. Keep your head up and still. Keep your back straight. Swing your arms to help move and balance. <p>Cognitive Skills</p> <ul style="list-style-type: none"> I can follow simple instructions. - Expected I can understand and follow simple rules and can name some things I am good at - Exceeding. Listen carefully. Follow the rules for each activity. Watch others if you are unsure. 	<p><u>Physical Cog - Coordination and Agility.</u></p> <p>Coordination - Sending and Receiving</p> <p>Physical Focus</p> <ul style="list-style-type: none"> . Roll large ball and collect the rebound. Roll small ball and collect the rebound. Throw large ball and catch the rebound with 2 hands Use backswing and follow through. Keep your eyes focused on the ball. Adopt a good 'ready position' (weight on balls of feet, wide base). <p>Physical Skills</p> <ul style="list-style-type: none"> I can move confidently in different ways. - Expected I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together - Exceeding

<ul style="list-style-type: none"> • I can follow instructions, practise safely and work on simple tasks by myself. - Exceeding • Listen carefully to instructions. • Stay within marked areas. • Static Balance - One leg <p>Static Balance - One Leg</p> <p>Physical Focus</p> <ul style="list-style-type: none"> • Stand still for 10 seconds. • Keep your head up and still. • Keep your tummy tight. • Keep your back straight. • Standing foot still • Non-standing foot off the floor • Minimum wobble <p>Personal Skills</p> <ul style="list-style-type: none"> • I enjoy working on simple tasks with help. - Expected Standard • I can follow instructions, practise safely and work on simple tasks by myself. - Exceeding • Stay on task as long as you can. • Concentrate hard on what you are doing. • Keep trying when things are hard. <p><u>Autumn 2</u></p> <p><u>Social Cog - Dynamic balanced to agility and Static Balance.</u></p> <p>Dynamic Balance to Agility - Jumping and Landing.</p> <p>Physical Focus</p> <ul style="list-style-type: none"> • Jump from 2 feet to 2 feet forwards, backwards and side to-side. • Keep your feet shoulder width apart. 	<p>Static Balance - Stance</p> <ul style="list-style-type: none"> • Children can stand on a line with a good stance for 10 seconds. <p>Cognitive Skills</p> <ul style="list-style-type: none"> • I can follow simple instructions. - Expected • I can understand and follow simple rules and can name some things I am good at - Exceeding. • Listen carefully. • Follow the rules for each activity. • Think about what you have improved at since the start of term. <p><u>Spring 2</u></p> <p><u>Creative Cog - Coordination and Counter Balance</u></p> <p>Coordination - Ball Skills</p> <p>Physical Focus</p> <ul style="list-style-type: none"> • Sit and roll a ball along the floor around body using 2 hands. • Sit and roll a ball along the floor around body using 1 hand (right and left). • Sit and roll a ball down legs and around upper body using 2 hands. • Stand and roll a ball up and down legs and round upper body using 2 hands. • Keep your tummy tight and your weight through your bottom. • Use your fingers to move the ball. • Focus on moving the ball smoothly rather than on speed. <p>Creative Skill</p> <ul style="list-style-type: none"> • I can observe and copy others. - Expected • I can explore and describe different movements. - Exceeding • Watch carefully when others demonstrate. • Try different ways to find what feels right. 	<ul style="list-style-type: none"> • Use footwork to move in line with the ball when receiving. • Focus on accuracy and weight when sending. • When rolling/receiving, bend knees to get low to the ground. <p>Agility - Reaction/Response</p> <p>Physical Focus</p> <ul style="list-style-type: none"> • React and catch large ball dropped from shoulder height after 2 bounces. • React and catch large ball dropped from shoulder height after 1 bounce. • Push off hard with your feet. • Keep your head steady and watch the ball. • Move your feet to get to the ball (rather than stretching). <p>Physical Skills</p> <ul style="list-style-type: none"> • I can move confidently in different ways. - Expected • I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together - Exceeding • Maintain a good 'ready position'. • Lean forward to help move quickly. <p>Move feet, rather than stretch, to get to the ball.</p> <p><u>Summer 2</u></p> <p><u>Health and Fitness Cog - Agility and Static Balance.</u></p> <p>Agility- Ball Chasing</p> <p>Physical Focus</p> <ul style="list-style-type: none"> • Roll a ball, chase and collect it in balanced position facing opposite direction. • Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.
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	<ul style="list-style-type: none"> • Bend your knees on take-off and on landing. • Keep your head up. <p>Social Skills</p> <ul style="list-style-type: none"> • I can play with others and take turns and share with help. - Expected • I can work sensibly with others, taking turns and sharing. - Exceeding • Take turns. • Share space and equipment. • Play safely. <p>Static Balance - Seated</p> <p>Physical Focus</p> <ul style="list-style-type: none"> • Balance with both hands/feet down. • Balance with 1 hand/2 feet down. • Balance with 2 hands/1 foot down. • Balance with 1 hand/ 1 foot down. • Balance with 1 hand or 1 foot down. • Balance with no hands or feet down. <p>Social Skill</p> <ul style="list-style-type: none"> • I can play with others and take turns and share with help. - Expected • I can work sensibly with others, taking turns and sharing. - Exceeding • Take turns. • Share space and equipment. • Play safely. 	<p>Counter Balance - With a partner</p> <p>Physical Focus</p> <ul style="list-style-type: none"> • Sit holding hands with toes touching, lean in together then apart. • Sit holding 1 hand with toes touching, lean in together then apart. • Sit holding hands with toes touching and rock forwards, backwards and side-to-side. • Keep your tummy tight. • Keep your back straight and head up. • Hold on to your partner's forearms <p>Creative Skill</p> <ul style="list-style-type: none"> • I can observe and copy others. - Expected • I can explore and describe different movements. - Exceeding • Watch and listen carefully when others demonstrate. • Try different ways to find what feels right. • Think about what your body is doing when describing your movements. 	<ul style="list-style-type: none"> • Take up a good ready position and push off hard. • Keep your head steady and watch the ball. • Try rolling the ball at different speeds to get the right challenge. <p>Health and Fitness Skills</p> <ul style="list-style-type: none"> • I am aware of the changes to the way I feel when I exercise - Expected • I am aware of why exercise is important for good health - Exceeding • Changes to the body after exercise include increased heart rate. • Exercise, among other things, strengthens our heart. • Exercise can have a positive effect on our mood and how we feel. <p>Static Balance - Floor work</p> <p>Physical Focus</p> <ul style="list-style-type: none"> • Hold mini-front support position. • Reach round and point to ceiling with either hand in mini-front support. • Keep your hands in line with your shoulders. • Keep your knees in line with your hips. • Keep your back straight and tummy tight. <p>Health and Fitness Skill</p> <ul style="list-style-type: none"> • I am aware of the changes to the way I feel when I exercise - Expected • I am aware of why exercise is important for good health - Exceeding • Changes to the body after exercise can include our muscles feeling tired. • Developing stronger muscles helps us in everyday life, for example, climbing the stairs or pulling/lifting ourselves up. • When moving hand/foot, shift weight rather than tilt body.
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Curriculum Intent: Expressive Arts and Design (Art)

Cultural Capital: Essential Learning

Art

	By the end of Autumn Term All children will know:	By the end of Spring Term All children will know:	By the end of Summer Term All children will know:
EARLY YEARS	<p><u>Colour</u> To know and name the basic colours red, yellow, blue, green, orange, pink, brown, grey, purple, black and white To know the primary colours are red, blue and yellow To mix paint using powder paints and water following procedure of water, sponge, paint, palette To hold and use a paintbrush with some control To know that a portrait is a picture of a person, usually the face. To paint a self-portrait using a thick brush for large areas of coverage and a thin brush for smaller detail. To use natural materials found in the local environment to create a portrait with.</p> <p><u>Colour and the seasons.</u> To know red and yellow makes orange To know blue and yellow makes green To know red and blue makes purple To know red, yellow and blue makes brown To know the secondary colours are orange, green and purple and mix them using different types of paint To identify autumn and winter colours in the environment To explore Pissarro's seasons paintings To identify summer and spring colours</p> <p><u>Printing</u> To be able to print with a range of natural and man-made objects.</p>	<p><u>Line</u> To Explore line To be able to take a line for a walk. To know lines can be straight and curved and vary in length and direction (including vertical, horizontal and diagonal) To know there are different types of lines (including zig, zag, dots, swirls/spirals) To be able to creating drip paintings like Jackson Pollock. To be able to creating pictures like Hundertwasser using spirals and curved lines.</p> <p><u>Texture</u> To know that texture is how something feels and looks. To be able to add different materials to paint to create different textures (including sand, sawdust, seeds, PVA glue, shaving foam) for their spring paintings To be able to choose materials for their texture when creating a spring collage To be able to talk about the process they have used when creating different textures.</p>	<p><u>Pattern - Patterns in nature (plants & animals)</u> To identify patterns in nature To be able to complete an animal pattern using different media To use different materials to create patterns To make patterns using natural objects in the style of the artist James Brunt</p> <p><u>3D Work - Sculpture</u> To explore playdough / salt dough and its properties To explore clay and its properties To know that sculptures are 3D To design and make a clay dragon sculpture To join, smooth and etch onto clay using the appropriate tools for modelling To use their knowledge and understanding of different materials to design and make an Anansi spider sculpture. To talk about the processes used to make their sculptures</p>

Curriculum Intent: Music (Expressive Arts and Design)

Cultural Capital: Essential Learning

Music

	By the end of Autumn Term All children will know:	By the end of Spring Term All children will know:	By the end of Summer Term All children will know:
EARLY YEARS	<p style="text-align: center;"><u>Half Term 1</u> <u>Me</u></p> <p><u>Listen and Appraise</u> To enjoy listening to the music and respond through dancing or other movement. Others will find the pulse naturally. To recognise and name some of the characters and stories in the songs</p> <p><u>Explore and create</u> Find the pulse in different ways and show this through actions e.g. marching, jumping, moving like a character from the song. Copy back the rhythm of their name. Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</p> <p><u>Singing</u> Learn to sing the song in unison with support. Add actions or substitute a word in some sections.</p> <p><u>Vocabulary:</u> Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase.</p> <p>Most children should respond to music, searching out a steady pulse to move to. Some children will be able to move to the pulse in different ways and clap the rhythm of their name. Others will clap the rhythm of a different name.</p> <p><u>Half Term 2 My Stories</u> <u>Listen and Appraise</u> To enjoy listening to the music and respond through dancing or other movement. Others will</p>	<p style="text-align: center;"><u>Half Term 3</u> <u>Everyone</u></p> <p><u>Listen and Appraise</u> To enjoy listening to the music and responding to music through dancing or other movement. To enjoy listening to the music and responding to different speeds through dancing or other movement. Others will find the pulse naturally</p> <p><u>Explore and create</u> Find the pulse in different ways and show this through actions eg marching, jumping, moving. Copy back the rhythms of phrases in the song. Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. Play a 1-note pattern in time with the pulse.</p> <p><u>Singing</u> Learn to sing or rap the songs in unison with support. Add actions or substitute a word in some sections.</p> <p><u>Vocabulary</u> Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase. Most children should respond to music, inventing their own ways to find the pulse. Some children will be able to play the pulse</p>	<p style="text-align: center;"><u>Half Term 5</u> <u>Big Bear Funk</u></p> <p><u>Listen and Appraise</u> To enjoy listening and dancing to funk music. Others will be able to talk about funk music.</p> <p><u>Explore and create</u> Find the pulse in different ways and show this through actions e.g. funky monkey, funky chicken or funky bear. Copy back the rhythm of words from the video. Clap the rhythm of words from the song. Play the pulse with a pitched note or untuned percussion instrument. Add one pitched sound to the rhythm of words and short phrases from the song.</p> <p><u>Singing</u> Learn to sing the songs in unison with support. Add actions or substitute a word in some sections.</p> <p><u>Vocabulary</u> Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk. Most children should respond to music, in the context of Funk music. Some children will be able to share and assess their own performance. Others will be able to perform with the backing track.</p> <p style="text-align: center;"><u>Half Term 6</u> <u>Consolidate you learning and perform</u></p>

	<p>find the pulse naturally. To recognise and name some of the characters and stories in the songs. To invent imaginary characters through movement or dancing.</p> <p><u>Explore and create</u> Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song. Copy back a rhythm from the words of the song Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds. Play a pitched note or sound in time with the pulse.</p> <p><u>Singing</u> Learn to sing the song in unison with support. Add actions or substitute a word in some sections.</p> <p><u>Vocabulary:</u> Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase.</p> <p>Most children should respond to music in character, searching out a steady pulse to move to. Some children will be able to copy the rhythm of small phrases from the songs. 4 – Share and Perform Others will clap or play their own rhythm pattern.</p>	<p>on an instrument. Others will clap or play their own one or 2-note patterns.</p> <p><u>Half Term 4</u> <u>Our World</u></p> <p><u>Listen and Appraise</u> To enjoy listening to the music and responding through dancing or other movement. Others will find the pulse naturally.</p> <p><u>Explore and create</u> Find the pulse in different ways and show this through actions eg marching, jumping and moving. Copy back the rhythms of phrases in the song. Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. Play a 1-note pattern in time with the pulse.</p> <p><u>Singing</u> Learn to sing the songs in unison with support. Add appropriate actions or substitute a word in some sections.</p> <p><u>Vocabulary:</u> : Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison. Most children should respond to music, searching out a steady pulse to move to. Some children will be able to create their own actions and patterns. Others will share and perform their ideas.</p>	<p>This unit of work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <p><u>Musical learning focus:</u></p> <p><u>Listen and Appraise</u> Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Sing and revisit nursery rhymes and action songs Play instruments within a song Improvisation using voices and instruments Share and perform the learning that has taken place</p> <p><u>How this unit is organised</u> Listen and appraise a different piece of music each week/step Explore and create using voices and classroom instruments Sing and play by revisiting a selection of nursery rhymes and action songs Share and perform</p>
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Curriculum Intent: Personal, Social and Emotional (PSHE/RSE)

Cultural Capital: Essential Learning

PSHE

	By the end of Autumn Term All children will :	By the end of Spring Term All children will:	By the end of Summer Term All children will:
EARLY YEARS	<p><u>Being Me in My World</u> Help others to feel welcome Understand how it feels to belong and that we are similar and different Try and make our EARLY YEARS class a better place Start to recognise and manage feelings Think about everyone's right to learn Enjoy working with others to make school a good place to be Care about other people's feelings Understand why it is good to be kind and use gentle hands Work well with others Starting to understand children's rights and this means we should all be allowed to learn and play Choose to follow the learning charter Learning what responsible means</p> <p><u>Celebrating Difference</u> Accepts that everyone is different Can identify something they are good at and understand everyone is good at different things Includes others when working and playing Understands that being different makes us all special Knows how to help if someone is being bullied Knows we are all different but the same in some ways Tries to solve problems Tells you why they think their home is special to them Tries to use kind words Tells you how to be a kind friend Knows how to give and receive compliments Knows which words to use to stand up for themselves when someone says or does something unkind</p>	<p><u>Dreams and Goals</u> Stays motivated when doing something challenging Understands that if they persevere they can tackle challenges Keeps trying even when it is difficult Can tell you about a time when they didn't give up until they achieved their goal Works well with a partner or in a group Sets a goal and works towards it Has a positive attitude Can use kind words to encourage people Helps others to achieve their goals Understands the link between what they learn now and the job they might like to do when they're older Working hard to achieve their own dreams and goals Can say how they feel when they achieve a goal and know what it means to feel proud</p> <p><u>Healthy Me</u> Makes a healthy choice Understands that they need to exercise to keep their body healthy Has eaten a healthy, balanced diet Understands how moving and resting are good for their bodies Has been physically active Knows which food are healthy and not so healthy and can make healthy eating choices Has tried to keep themselves and others safe Knows how to help themselves go to sleep and understand why sleep is good for them Knows how to be a good friend and enjoy healthy relationships Can wash their hands thoroughly and understands why this is important especially before they eat and after they go to the toilet Knows how to keep calm and deal with difficult situations Knows what a stranger is and how to stay safe if a stranger approaches the</p>	<p><u>Relationships</u> Knows how to make friends Can identify some of the jobs they do in their family and how they feel like they belong Tries to solve friendship problems when they arise Knows how to make friends to stop themselves from feeling lonely Helps others to feel part of a group Can think of ways to solve problems and stay friends Shows respect in how they treat others Starting to understand the impact of unkind words Knows how to help themselves and others when they feel upset and hurt Can use 'Calm Me' time to manage my feelings Knows and shows what makes a good relationship Knows how to be a good friend</p> <p><u>Changing Me</u> Understands that everyone is unique and special Can name parts of the body Can express how they feel when change happens Can tell you some things that they can do and foods they can eat to be healthy Understands and respects the changes that they see in themselves Understands that we all grow from babies to adults Understands and respects the changes that they see in other people Can express how they feel about moving to Year 1 Knows who to ask for help if they are worried about change Can talk about their worries and/or the things they are looking forward to about being in Year 1 Are looking forward to change Can share their memories of the best bits of this year in Reception</p>

The RSE Elements of PSHE

Year Group	Topic
EARLY YEARS	<p><u>Healthy Me (Spring Term)</u> Makes a healthy choice Understands that they need to exercise to keep their body healthy Has eaten a healthy, balanced diet Understands how moving and resting are good for their bodies Has been physically active Knows which food are healthy and not so healthy and can make healthy eating choices Has tried to keep themselves and others safe Knows how to help themselves go to sleep and understand why sleep is good for them Knows how to be a good friend and enjoy healthy relationships Can wash their hands thoroughly and understands why this is important especially before they eat and after they go to the toilet Knows how to keep calm and deal with difficult situations Knows what a stranger is and how to stay safe if a stranger approaches them</p> <p><u>Changing Me (Summer Term)</u> Understands that everyone is unique and special Can name parts of the body Can express how they feel when change happens Can tell you some things that they can do and foods they can eat to be healthy Understands and respects the changes that they see in themselves Understands that we all grow from babies to adults Understands and respects the changes that they see in other people Can express how they feel about moving to Year 1 Knows who to ask for help if they are worried about change Can talk about their worries and/or the things they are looking forward to about being in Year 1 Are looking forward to change Can share thr memories of the best bits of this year in Reception</p>

