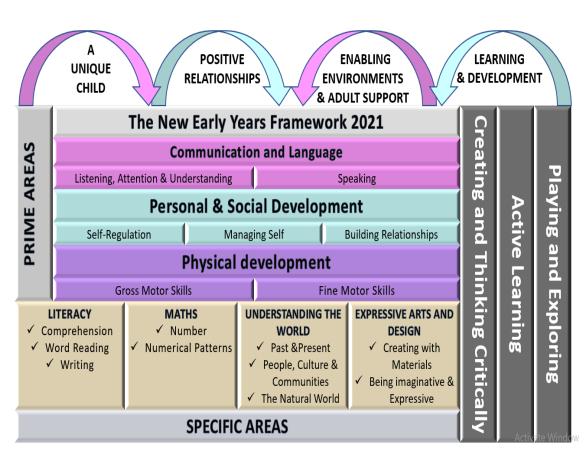
Working together to empower children to become aspirational global citizens

At Park and Parkwall Primary Federation the Early Years is the start of the children's journey to becoming aspirational global citizens.



We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At The Park, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year. Children will an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and childinitiated activities based on the EYFS Framework 21' & children's interests.

Characteristics of Effective Learning

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

How we support and develop this in our setting

- There is sufficient space both indoors and out for children to play and explore
- Children have uninterrupted time to play and explore
- The learning environment allows the engagement of all the senses
- Recourses and equipment are easily and independently accessed and resources are built upon throughout the year based on the children's current skills and skills that need to be developed
- The learning environment is challenging and full of creative and innovative opportunities (where possible these are also based around the children's interests
- Resources are open-ended so that they can be used, moved and combined in a variety of ways. TA's are encouraged to go into children's play to capture observations in the moment and model how to use resources appropriately.
- Children make choices and decisions regarding their own learning and the learning environment. Children decide what they would like the role-play to be each term and this is often based upon their interest
- Children's imaginations are developed through open ended questioning, opportunities for pretend play and a variety of resources for creative activities.
- Children are given time to test their own ideas, themselves and their relationships with others. Children are encouraged to take risks with their learning and to use a variety of materials to test their suitability.
- Children's concepts, skills, attitudes and achievements are extended through play and exploration. Children are encouraged to share their learning at review points throughout the day and adults engaging in their play allows them to ask in the moment questions

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

How we support and develop this in our setting

- Children are able to explore the environment freely and can follow their own interests. They are able to choose resources that they think will allow them to explore and follow their interests a far as they wish to.
- Focus on quality, detailed observations to show children's learning. TA's going into children's play to gain insightful, in the moment observations.
- Continuous provision planning is used to plan ideas for each area of provision, yet adapted as the children's interests and enjoyment of the activities become clearer or it becomes apparent there is more consolidation needed.
- Children's ideas are valued in many areas of the provision- suggestions/votes regarding role play changes, votes on end of the day story discussions with children/class over which provision they would like
- We change the learning environment based on the children's interest and we encourage the children to apply the skills they have learnt inside the classroom with an adult and independently apply this outside.
- Children are given lots of regular review points to discuss learning and adults are involved in the environment at all times to do in the moment questioning and challenge their learning.
- Many opportunities to re-visit previous learning and reflect- Weekly independent tasks in both English and maths as well as activities being rotated inside and outside. Flashback learning and discussions with adults.

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

How we support and develop this is our setting

- We model thinking and teach children to think together. We encourage children to ask questions and give the children time to talk. Use stories effectively and scaffolding children's thinking and learning effectively.
- We encourage and model reflection, promote discussion and questioning; and build on previous thinking to inform new thoughts.
- We provide the children with well- planned and challenging play and model creative thinking. We encourage a degree of autonomy on the part of the children and encourage them to show independence and resilience towards their
 self care. We model accepting mistakes as part of life and encourage the children appropriately when they find things challenging to
 encourage them to re-tr



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

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6
The BIG Question	ALL ABOUT ME Who am I?	FESTIVALS How do we celebrate differently?	TRANSPORT How will we get there?	TRADITIONAL TALES Can I tell you a story?	GROWING/PLANTS/HEALTHY LIVING How do I stay healthy?	NATURE/ANIMALS. What's it like it outside?
Key EYFS Focus	PSED- Managing self and building relationships. C&L- Listening and speaking	UW- People, cultures and communities. EA&D- Creating and materials	UW- People, culture and communities UW-Past & Present PSED- Self-regulation	C&L – Listening and speaking Literacy – Comprehension EA&D – Being imaginative and expressive UW- Natural world	UW- Natural world EA&D – Creating with materials. PSED- Managing Self Self-regulation	UW- Natural world UW- People, Culture and communities. EA&D- being imaginative and expressive. PSED- Managing self Self-regulation
General Topics These themes may be adapted at various points to allow for children's interests to flow through the provision. Well-being & Behaviour.	Starting school/ my new class/ New beginnings/ feelings/ people who help us/ me and my family. Being kind/ keeping safe.	Christmas lists Letters to Santa Harvest The Nativity	Discuss different modes of transport/ The great outdoors. Around the town. Where in the world have you been? Where do we live in the UK/ world? Vehicles past and present. Design your own transport. Who was Neil Armstrong?	Traditional tales Talk for writing Library Visits Familiar stories	Seasons/ plants & flowers/ weather/ the great outdoors/ forest schools- planting seeds/ life-cycles. Mini- beasts. Healthy eating and lifestyles.	Animals around the world/ Down on the farm/ night and day animals/ animal patterns/ Transition to Year 1.
Teaching Texts	Anna Hibiscus Song Ruby's Worry	Oh No George! Stanley's stick	Naught Bus Supertato!	The Little Red Hen Jack and the Beanstalk	Yucky worms Farmer Duck	We're going on a bear hunt. We're going on a lion hunt

				Goldilocks The Gingerbread man Billy Goats Gruff	Gigantic turnip	
Additional texts	Owl babies The Smartest Giant The Colour monster The Rainbow Fish The Big Book of Families	Stick Man The Christmas story/Nativity Rama and Sita	Mr Grumpy's outing The Train Ride Oi! Get off my Train!	The Jolly Postman Hansel & Gretel The Ugly Duckling Goldilocks Pattan's Pumpkin	The very hungry caterpillar Oliver's vegetables Tiger who came to tea No Dinner 'Super worm' by Julia Donaldson — Dirty Bertie by Alan MacDonald - ' Diary of a Worm' by Doreen Cronin - 'Don't Poke a Worm Till it Wriggles' by Celia Warren - 'Eddie's Garden: and How to Make Things Grow' by Sarah Garland — 'Grandpa's Garden' by Stella Fry and Sheila Moxley Non-fiction: - 'Wonderful Worms' by Linda Glaser - 'Wiggling Worms at Work (Let's-Read-and-Find-Out Science 2)' by Wendy Pfeffer and Steve Jenkins	Jack and the Beanstalk The Snail and the Whale Brave Bear by Sean Taylor The Bear in the Cave by Michael Rosen
Nursery Rhymes	If you are happy and you know it. Heads, shoulders, knees and toes.	London bridge is burning down. Grandfather's clock. Hey Diddle Diddle	Wheels on the Bus Miss Polly had a Dolly My Bonnie lies over the ocean	It's raining, its pouring Rain, rain, go away Little Bo Peep Little Miss Muffet	Incy, Wincy spider There was an old lady who swallowed a fly Old king coal	Old McDonald had a farm I went to the animal Fair Farmers in his Den Alice the camel
	Twinkle, Twinkle little	Humpty dumpty	One two, Buckle y shoe	Rock a bye baby	Skip to my lou	Five Little ducks
	star. Alphabet song	Here we go round the mulberry bush	Oranges and Lemons Pat a cake, Pat a cake,	Row, row, row your boat	Ten green bottles Ten in a bed	Five Little speckled frogs Hickory, Dickory, Dock
	Jack and Jill went up the hill.	I'm a little snowman I hear thunder	bakers man. Polly put the kettle on.	Sing a song of sixpence	The bear went over the mountain	Mary had a little Lamb

	Daisy of the week	The Grand old duke of York		There was an old woman who lived in a shoe		
'WOW' Moments/Days (Cultural capital)	Autumn Trial Nurse/Firefighter visit Harvest Time Birthdays Favourite songs Talent show Halloween What do I want to be when I grow up?	Guy Fawkes/ Bonfire Night Christmas Time/ Nativity Diwali Hanukah Black History Month Remembrance Day Road Safety Children in Need Anti-Bullying week	Walk to the park Traffic survey Chinese New Year LENT Story Telling Week Random Acts of kindness Valentine's Day Internet Safety Day	Library visit	Mother's day Queen's Birthday Science Week Easter Egg Hunt	Food tasting – different cultures D-Day Library visit School Trip – Noah's Ark zoo farm Father's day cards Healthy eating week World environment day Ice-cream at the park Anniversary of the NHS.
Assessment Opportunities	Analyse Nursery Assessments In house – Baseline data on entry National Baseline data by end of term Set up Target Tracker Phonics assessments Home visits	Phonics Assessment Maths Assessments Target Tracker – steps	Phonics Assessment Maths Assessments Target Tracker – steps		Phonics Assessment Maths Assessments Target Tracker – steps	Phonics Assessment Maths Assessments Target Tracker – steps Phonics Assessment Maths Assessments Target Tracker – steps Reports
Parental involvement	Parent's evenings Home visits Welcome meeting	Nativity Parent helper readers Stay and read Phonics workshop	Parent helper readers Reading mornings Maths workshop	Send home video of Terrific tales Reading mornings Parent helper readers Phonics workshop	Parent's evenings Parent helper readers Reading mornings Writing workshop	End of year showcase. School trip helpers. Reading mornings Transition workshop
Communication and Language	foundations for language environment is crucial. By children's language effecti extensive opportunities to	and cognitive developmer commenting on what chi ively. Reading frequently ouse and embed new worrideas with support and r	it. The number and quality of ldren are interested in or doing to children, and engaging the ds in a range of contexts, will nodelling from their teacher,	ning and development. Chil the conversations they hav ng, and echoing back what t em actively in stories, non-f I give children the opportur	dren's back-and-forth interaction with adults and peers through hey say with new vocabulary addiction, rhymes and poems, and the hity to thrive. Through conversate hat invites them to elaborate, characterists.	out the day in a language-rich ded , practitioners will build hen providing them with

	Pie Corbett, EYFS production				nes, stories, singing, speech and vord books which are used daily
Daily story time 1000 word book focus pages - At Home p4-5 -The Kitchen p6-7 -The Park p16-17 -At school p28-29 -Me and my clothes p38-39 -People p40-41	Daily story time 1000 word book focus pages - The workshop p10-11 The toyshop -p14-15 The party p32-33 People p40-41 Opposites p44-45 Special days p47	Daily story time 1000 word book focus pagesThe street p12-13 -Travel p20-21	Daily story time 1000 word book focus pages – -The fairground and the circus p54-55	Daily story time 1000 word book focus pages -The garden p8-9 The country p22-23 The farm p24-25 The hospital & The Doctor p30-31 -The shop p34-35 -Food p36-37 -Doing things p42-43 -Weather and season p48-49 -Sports and exercise p50-51	Daily story time 1000 word book focus pagesAnimals p18-19 -The seaside p26-27 -Pets p48-49
-Listening to a range of stories, rhymes, poetry and non-fictionIntroducing school vocabulary -Listening to rhymes and songs -Role-play – home corner -Adults joining children in their play.	-Retelling simple stories -Thinking of questions to ask visitors/characters/hot seating -Describing events such as bonfire night and Christmas -Adults joining children in their play.	-Acting out familiar stories -Using adjectives to describe -Asking questions to develop understanding -Engaging in non-fiction books.	-Retelling simple familiar storiesDiscussing characters within stories -Learning action vocabulary -Answering questions to show understanding -Reading and exploring new text types -Explore alternative versions of traditional tales to develop comparison discussion.	-Reading familiar stories -Recreate characters during role-play scenarios -Develop story telling vocabulary such as 'once upon a time' Using non-fiction books to find out information.	-Listening to news reports/videos about animals to probe discussion Asking questions to deepen understanding Developing vocabulary linked to the natural world around them and their immediate environment.

			Personal, Social	and emotional developme	nt	
Personal, Social and emotional development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions , develop a positive sense of self, set themselves simple goals , have confidence in their own abilities , to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies , including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Personal, Social and emotional development	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Managing self	New Beginnings See themselves as a valuable individual.	Good to be me Feelings Learning about	Looking after others Friendships Dreams and Goals	Relationships What makes a good friend?	Relationships What makes a good friend? Healthy me	Taking part in sports day - Winning and loosing Changing me
Self – Regulation Building	Being me in my world Class Rule Rules and Routines Supporting children to	qualities and differences Celebrating differences	Show resilience and perseverance in the face of challenge. Discuss why we take	Healthy me Random acts of Kindness Looking after pets	Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for	Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating
relationships	build relationships Dreams and Goals	Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	turns, wait politely, tidy up after ourselves and so on.	Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	what was kind and considerate about the behaviour.

Physical Development

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial**

awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Physical	Threading, cutting,	Threading, cutting,	Playdough, Funky Fingers	Threading, cutting,	Threading, cutting, weaving,	Threading, cutting, weaving,
development	weaving, playdough,	weaving, playdough,	tray	weaving, playdough,	playdough	playdough, Fine Motor
	Funky fingers trays	Funky fingers	Begin to form letters	Fine Motor activities.	Develop pencil grip and letter	activities.
Fine Motor	Hold pencil/paint brush	Use tools to effect	correctly Handle tools,	Hold pencil effectively	formation continually	Form letters correctly
	beyond whole hand	changes to materials.	objects, construction and	with comfortable grip	Use one hand consistently for	Copy a square
	grasp	Show preference for	malleable materials with	Forms recognisable	fine motor tasks	Begin to draw diagonal lines,
	Pencil Grip	dominant hand. Teach	increasing control	letters most correctly	Cut along a straight line with	like in a triangle / Start to
	Pegs to paper scheme	and model correct	Cutting with Scissors	formed.	scissors /	colour inside the lines of a
		letter formation.	Pegs to paper	Pegs to paper	Start to cut along a curved	picture
		Pegs To Paper			line, like a circle / Draw a	Start to draw pictures that are
					cross. Pegs to paper	recognisable /
	PE- Different ways of	P.E – Fundamental	P.E - Gymnastic –	P.E - Multi – skills		
Gross Motor/ P.E	moving to be explored	skills – throwing and	balancing, jumping and	Kicking, rolling and	P.E - Athletics - running,	P.E - Team building games –
	with children. Spatial	catching.	creating sequences of	target games. Ball skills-	races, throwing and jumping.	working on communication
	awareness.		movements. Dance /	aiming, dribbling,	Sports day activities. Obstacle	and team work. Races / team
		Ensure that spaces are	moving to music.	pushing, throwing &	activities - children moving	games involving gross motor
	Climbing – outdoor	accessible to children	Balance	catching, patting, or	over, under, through and	movements
	equipment	with varying		kicking.	around equipment	Allow less competent and
	Different ways of	confidence levels, skills	Balance- children moving	Ensure that spaces are	Encourage children to be	confident children to spend
	moving to be explored	and needs. Provide a	with confidence	accessible to children	highly active and get out of	time initially observing and
	with children	wide range of activities	dance related activities	with varying confidence	breath several times every	listening, without feeling
	Climbing – outdoor	to support a broad	Provide opportunities for	levels, skills and needs.	day.	pressured to join in.
	equipment	range of abilities.	children to, spin, rock, tilt,	Provide a wide range of		
			fall, slide and bounce.	activities to support a		
	Crates play- climbing.		Use picture books and	broad range of abilities.		
	Skipping ropes in		other resources to explain	Dance / moving to		
	outside area		the importance of the	music		
	dance related activities		different aspects of a	Gymnastics ./ Balance		
			healthy lifestyle.			

wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes without stabilizers, skateboards, wheelbarrows, prams and carts. It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjory hymes, poems and songs together. Skilled words reading, taught later, involves both the speedy working out of the pronunciation of infamiliar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) Joining in with rhymes and showing an interest in stories with repeated refains. Having a favounite story/rhyme. Understand the five key concepts shout printing and showing an interest in stories with repeated refains. Having a favounite story/rhyme. Understand the five key concepts shout printing and showing an interest in stories with repeated refains. Having a favounite story/rhyme. Understand the five key concepts shout printing and showing an interest in stories with repeated refains. Having a favounite story/rhyme. Understand the five key concepts shout printing and showing an interest in stories with repeated refains. Having a favounite story/rhyme. Understand the five key concepts shout printing and proving a concept shout printing and showing an interest in stories with repeated refains. Having a favounite story/rhyme. Understand the five key concepts shout printing and showing an interest in stories with repeated of a favounite story/rhyme. Understand the five key concepts shout printing and proving a concept shout printing and		Provide a range of			Bridge building		
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	sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Enjoys an increasing range of books				
	Phonic Sounds: Week	Phonic Sounds: Speed	Phonics sounds:	Phonics sounds:	Phonics sounds:	Phonic Sounds:
	1/2 phonological	sounds set 1	Speed sounds set 2	Speed sounds set 2	Speed sounds set 3 (see	Speed sounds set 3 (see
Word Reading	awareness	m, a, s, d, t, i, n, p, g,	ee, igh, ow, oo (zoo),	ee, igh, ow, oo (zoo),	below for weekly plan)	below for weekly plan)
Children take	RWI Speed sounds set	o, c, k, u, b, f, e, l, h,	oo (book), ar, air, ir, ou,	oo (book), ar, air, ir,	oi, i-e, a-e, o-e, u-e, aw, are (care) ur, er, ow (cow),	oi, i-e, a-e, o-e, u-e, aw, are (care) ur, er, ow (cow), ai,
home RWI books,	m, a, s, d, t, i, n, p, g,	sh, r, j, v, y, w, th, z, ch, x, ng, nk	oy Green words set 2	ou, oy Green words set 2	ai, oa, ew, ire, ear, tion,	oa, ew, ire, ear, tion,
story books and	o, c, k, u, b, f, e, l, h,	Green words set 1	Red words set 5, 6, 7, 8	Red words set 5, 6, 7,	tious/cious	tious/cious
key words weekly.	sh, r, j, v, y, w, th, z,	Red words set 1, 2,	Red Ditties (as teaching	8	Green words set 3	Green words set 3
weekiy.	ch, x, ng, nk	3, 4	tool)	Red Ditties (as	Red words – spelling and	Red words – spelling and
	Green words set 1	Blending and	Apply phonic	teaching tool)	used in sentences	used in sentences
	Red words set 1, 2, 3,	segmenting	knowledge to reading,	Apply phonic	Green story books (as	Green story books (as
	4	Handwriting linked	developing spelling and	knowledge to reading,	teaching tool)	teaching tool)
	Blending and	to sounds	writing skills Sound + word	developing spelling	Apply phonic knowledge to	Apply phonic knowledge to
	segmenting Handwriting linked to	Bridge gap between reading single words	Assessment 2 (end	<i>and writing skills</i> Sound + word	reading, developing spelling and writing skills	reading, developing spelling and writing skills
	sounds	and stories	Term 3 + 4)	Assessment 2 (end	Sound + word Assessment	Sound + word Assessment 3
	Sourius	Sound + word	.,	Term 3 + 4)	3 (end Term 5 + 6)	(end Term 5 + 6)
	Reading: Initial sounds,	Assessment 1 (end		·	, ,	,
	oral blending, CVC	Term 1 + 2)				
	sounds, reciting know stories, listening to				- "	Reading: Reading simple
	stories with attention	Reading: Blending CVC sounds, rhyming,	Reading: Rhyming strings, common theme in	Reading: Story structure-beginning,	Reading: Non-fiction texts, Internal blending, Naming	sentences with fluency.
	and recall.	alliteration, knows	traditional tales,	middle, end. Innovating	letters of the alphabet.	Reading CVCC and CCVC words
	Help children to read the	that print is read from		and retelling stories to		confidently.
	sounds speedily. This will					End of term assessments

	make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	identifying characters and settings. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	an audience, non-fiction books.	Distinguishing capital letters and lower case letters.	Transition work with Year 1 staff
Writing	Text as stimulus – Power of reading – Anna Hibiscus & Ruby's worry Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing, Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions.	Text as stimulus — Power of reading — Oh No George! Stanley's stick Making marks Orally retelling of stories Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell. Sequence the story. Write CVC words/ simple sentences.	Text as stimulus – Power of reading- Naughty Bus! Supertato! Sequencing stories Speech bubbles CVC words / simple sentence writing using high frequency words Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context.	Sequence story Wanted poster Speech bubbles Retell the story in own words Create a story board for a traditional tale. Writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Character descriptions. Write 2 sentences Order the Easter story.	Text as stimulus – Power of reading – Yucky worms (information text) Farmer Duck and Gigantic turnip Mini-beast fact file about worms Writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Character descriptions. Write 2 sentences Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces, capital letters and full stops. Form lower-case and capital letters correctly. Rhyming words Acrostic poems	Text as stimulus – Power of reading .We're going on a bear hunt- Write facts about bears/ Animal fact file – compare two animals. Labels and captions – life cycles Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.
			Maths			

Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Maths	Early Mathematical					
	Experiences	-Representing	-Introducing zero	Representing numbers 9	Building numbers to 10	Finding patterns
	Counting rhymes and	numbers to 5.	Comparing numbers to 8.	and 10.	Counting patterns beyond 10	Doubling
Number blocks	songs	Comparing numbers	Composition of numbers	Comparing numbers to	Matching, rotating and	Sharing and grouping
will be used	Classifying objects based	1,2,3.	to 8.	10	manipulating shapes	Evens and odds
where	on one attribute	Composition of	Comparing mass	Composition of	Positional language	Patterns
appropriate as a	Matching equal and	numbers 1,2,3.	Comparing capacity	numbers to 10.	Adding more	Positional language and
hook and	unequal sets	Identifying 1 more and	Making pairs	Number bonds to 10.	Taking away	directions.
stimulus.	•Comparing objects and	1 less.	Combining 2 groups.	Exploring 3D shape		
	sets. Subatising.	Exploring 2D shape		Exploring pattern.		
Explore mats will	Ordering objects and	Learn positional				
be used	sets / introduce	language				
consistently	manipulatives. Number	Developing				
throughout the term to develop	recognition. Pattern and early	understanding of time.				
vocabulary and	number					
assess children's	Recognise, describe,					
knowledge	copy and extend colour					
before and after	and size patterns •Count					
units of work.	and represent the					
	numbers 1 to 3					
	•Estimate and check by					
	counting. Recognise					
	numbers in the					
	environment.					
	A number a week.					
			Understanding of	the world		

Understanding of the world

Understanding of the world RE/Festivals

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Understanding of the world RE/Festivals

Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.

-Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.

-Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.

to them.
-Read fictional stories
about families and start
to tell the difference
between real and fiction.
Talk about members of
their immediate family
and community.
-Navigating around our
classroom and outdoor
areas. Create treasure
hunts to find places/
objects within our
learning environment.

-Can talk about what they have done with their families during Christmas' in the past. -Show photos of how Christmas used to be celebrated in the past. - Take children to

- Take children to places of worship and places of local importance to the community. -Listening to stories and placing events in chronological order. -Discuss how they got to

school and what mode of transport they used.
Introduce the children to a range of transport and where they can be found.
-Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.
-Use bee-bots on simple

maps. Encourage the children to use navigational language.
-Can children talk about their homes and what there is to do near their homes?

-Look out for children drawing/painting or constructing their homes. -Encourage them to comment on what their home is like. Show photos of the children's homes

-Share different cultures versions of famous fairy tales.

-To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.
-Share different cultures versions of famous fairy

-Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.

-Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps

-Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.

-After close observation, draw pictures of the natural world, including animals and plants

-Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.

-Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. -Can children make comments on the weather, culture, clothing, housing. -Change in living things – Changes in the leaves, weather, seasons, -Explore the world around us

and see how it changes as we

-What can we do here to take care of animals in the jungle?
-Compare animals from a jungle to those on a farm.
-Explore a range of jungle animals. Learn their names and label their body parts. Trip to Noah's Ark Zoo Farm.

- Nocturnal Animals Making sense of different environments and habitats -Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see

	-Introduce children to		and encourage them to	are so important to	enter Summer. Provide	
	different occupations		draw comparisons.	postmen.	opportunities for children to	
	and how they use		-Environments – Features		note and record the weather.	
	transport to help them		of local environment		-Building a 'Bug Hotel'	
	in their jobs.		Maps of local area		-Draw children's attention to	
	-Listen out for and make		Comparing places on		the immediate environment,	
	note of children's		Google Earth – how are		introducing and modelling	
	discussion between		they similar/different?		new vocabulary where	
	themselves regarding		-Introduce the children to		appropriate.	
	their experience of past		NASA and America.		-Encourage interactions with	
	birthday celebrations.		-Introduce children to		the outdoors to foster	
	-Long ago — How time		significant figures who		curiosity and give children	
	has changed. Using		have been to space and		freedom to touch, smell and	
	cameras.		begin to understand that		hear the natural world	
			these events happened		around them during hands-	
			before they were born.		on experiences.	
			-Can children differentiate		-Look for children	
			between land and water?		incorporating their	
					understanding of the seasons	
					and weather in their play.	
					-Use the BeeBots	
	RE- CHRISTIANITY +	RE- CHRISTIANITY	RE- ISLAM + JUDAISM	RE- CHRISTIANITY	RE- CHRISTIANITY, ISLAM,	RE- CHRISTIANITY, ISLAM,
	JUDAISM Special People.	Christmas Story.	Celebrations.	Easter.	SIKHISM	JUDAISM
	What makes people	What is Christmas?	How do people celebrate?	What is Easter?	Story time.	Special Places.
	special?	Wilde is Cillistillas:	Trow do people eclebrate:	vviidt is Edster:	What can we learn from	What makes a place special?
	Special.				stories?	what makes a place special.
					3.01.03.	
			Expressive Arts ar	nd Design		
Expressive Arts	The development of childr	en's artistic and cultural a	<u> </u>		s important that children have reg	gular opportunities to engage
and Design					variety of what children see, hea	
	_		_		The frequency, repetition and dep	*
			preciating what they hear, re	_	, ,, ,,	,
			-	· ·	it. Encourage children to listen a	ttentively to music. Discuss
	changes and patterns as a		, , ,		0	,
		•				

Expressive Arts	and
Design	

Paintina, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments. singing songs linked to topics, making instruments. percussion. Children to produce a piece of art work each half term to be shown to parents. Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.

Join in with songs; Firework pictures, beginning to mix colours, Christmas decorations. join in with role play Christmas cards. Divas. games and use resources Christmas available for props; build songs/poems models using construction equipment. Sing call-and-response songs, so that children can echo phrases of

songs you sing.

Self-portraits, junk

and record them

how they can be

simple rhythms.

Painting portraits

Making faces with

natural resources

live in their house.

modelling, take picture

of children's creations

Julia Donaldson songs

Exploring sounds and

changed, tapping out of

Drawing the people who

explaining what they did.

The use of story maps, props, puppets & story bags will encourage children to retell. invent and adapt stories.

Role Play Party's and Celebrations Role Play of The Nativity

Listen to music and make their own dances in response.

Making lanterns, Chinese writing, puppet making, Chinese music and composition

Design and make rockets or different modes of transport from junkmodelling. Design and make objects they may need in space, thinking about form and function. Provide children with a range of materials for children to construct with Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response.

Castle models Pastel drawings, printing, patterns on Easter eggs.

Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination. Retelling familiar stories.

symmetrical butterflies

Make different textures: make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Life cycles, Flowers-Sun flowers

Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks.

Father's Day cards.

End of year portraits to assess improvement of schools from entry.

Communication and Language



Personal, social, emotional development



Physical Development





Literacy



Understanding the World



Expressive arts and design

ELG: Creating with Materials



ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-andforth exchanges with their teacher and peers ELG: Speaking Participate in small group, class and one-toone discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of

ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self** Be confident to try

new activities and

resilience and

show independence,

ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **ELG: Word Reading** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by soundblending. Read aloud simple sentences and books

that are consistent with

ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems

and stories with others, and -

when appropriate – try to

move in time with music.

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.

perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **ELG:** Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;.

their phonic knowledge, including some common exception words. **ELG: Writing** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases

and sentences that can be read by others.

this country and life in other countries, drawing on knowledge from stories, nonfiction texts and - when appropriate – maps. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and

differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.