

# Hartwell Primary School EYFS Curriculum



## Our Curriculum planning rational in the EYFS

<p>We plan to ensure every child develops to their full potential, in an environment where language is vital.</p>	<p>Careful sequencing helps children to build their learning over time.</p>	<p>Planning is driven by children's interests and as such is flexible.</p>	<p>We understand that young children's development is not linear but more a spiders web with many strands. (Julian Grenier)</p>	<p>We believe depth in learning is much more important than covering lots of things in a superficial way.</p>	<p>Play is an essential part of our curriculum. We provide extended periods of child-led time, inside and out. Play is sensitively supported and extended by adults.</p>
<p>Our planning cycle...</p>	<p>Gather Key info The big picture! What we want our children to know and be able to do. We incorporate the children's interests to build on their learning.</p>	<p>Consider and think We notice what children do, link it to what we want them to learn next and introduce new ideas and rich cultural experiences.</p>	<p>Plan To ensure children learn, we interact with children in our provision, extending their vocabulary and scaffolding with openended questions to develop their thinking</p>	<p>Act We organise equipment and activities to maximise learning, continually checking that the children understand and can do what we intended.</p>	<p>Review Children are given plenty of time to revisit, practise and repeat. Adults understand that some children need extra support to keep up and other additional experiences to deepen understanding.</p>



At Hartwell School we believe that every child is unique and deserves the best possible start in life to support them to reach their full potential. EYFS lays vital foundations that children build upon as they progress throughout the school.



### Intent - We aim to...



Deliver a high-quality, child-centred, 'whole child' approach to education which enables children to achieve their full potential from their unique starting points.



Provide a safe, nurturing environment in which children can grow in confidence and resilience to become independent life-long learners and well-rounded individuals socially and emotionally.



Develop and foster strong relationships with children, and respectful partnerships with parents which enable children to develop a sense of community.



Ensure that disadvantaged and SEND children are provided with additional support to enable them to thrive and make good progress.



Prepare children for the next stage of their learning and ensure that the majority of children achieve above national average.



### Implementation - How do we achieve our aims?

Our EYFS curriculum is:

child-centred

thematic

awe-inspiring

inclusive

challenging



#### A strong approach

Our EYFS curriculum is underpinned by the statutory *EYFS Framework* and the non-statutory *Development Matters* guidance. The EYFS curriculum ensures that learning is centred around the **four principles** that learning opportunities provided to children cover the **seven areas of learning**.

### Four Principles



#### The unique child

We recognise every child as unique. With support and nurture, all can become independent, resilient & confident learners.



#### Enabling Environments

We provide enabling environments in which experiences respond to individual needs, and there are strong partnerships with parents.



#### Positive Relationships

We recognise the importance of strong relationships with children in order for them to feel safe and empowered to learn.



#### Learning & Development

We recognise that children learn and develop in different ways and at different rates, but our provision is inclusive of all children.

### Seven Areas of Learning

Personal, Social & Emotional Development

Communication & Language

Physical Development

Literacy

Mathematics

Understanding the World

Expressive Arts & Design





## Implementation (continued)



### Continuous Provision

In Reception, classrooms and outdoor areas are set up for continuous provision. We ensure that activities and experiences allow children to display the characteristics of effective learning and teachers make use of both indoor and outdoor spaces. We recognise that learning outdoors is important for the children to explore the world around them.

### Characteristics of Effective Learning



#### Engagement - Playing & Exploring

The learning environments and activities planned are engaging for children, and appeal to their individual interests. Sensory play experiences stimulate their curiosity, and allow them to explore new materials, objects or ideas. Providing activities and toys that they know allows them to feel comfortable in the learning environment. Children have the freedom to explore a wide range of activities and are encouraged to have a go at new things.



#### Motivation - Active Learning

Activities are regularly changed, and children are kept motivated by inclusion of open-ended tasks, problem solving activities that promote questioning, and the introduction of new or unusual objects to explore which instil a sense of awe and wonder. Activities allow children to work collaboratively to encourage talk, concentration and sharing of ideas. Perseverance is fostered by adults encouraging children to keep trying.



#### Thinking - Creating & Thinking Critically

Activities allow children to express themselves. Open-ended or problem solving tasks allow children to think critically, explore new vocabulary and deepen their understanding. Adults support children in making connections and support them in learning new concepts.



### Impact - How will we know we achieved our aims?



Children make strong progress from their individual starting points due to the offer of a broad curriculum which meets the needs of every child.



Children enjoy coming to school and feel happy and safe. They demonstrate high levels of engagement and motivation which supports them to become life-long learners.



Children will have developed strong, positive relationships with adults in school, and parental engagement in their children's learning is effective.



All children access a balanced and challenging curriculum regardless of backgrounds, needs and abilities and those with SEND make good progress.



Children demonstrate strong characteristics of effective learning and this is evidenced in both their motivation to learn and their engagement.

### Classroom & Outdoor

#### Areas



Construction



Role-play



Maths



Writing



Small World



Investigation



Reading



Worship



Music



### Ongoing Assessment

Assessment is a part of daily practice in EYFS. Children are baseline assessed in September and learning is planned in accordance with the needs of the children as a result of these. Adults carry out ongoing formative assessment through observation and questioning. Each half term, teachers carry out phonic checks, identify off-track children in different areas. At the end of each term, assessments identify those who have caught up and those who need further support. At the end of the year the children are assessed against the ELG's.



### Strong Pedagogy

Our EYFS team are well trained. The Teacher and support staff use a range of pedagogical approaches to support and enhance children's learning. These include child initiated play, adult-led activities, direct instruction (phonics), scaffolding, and enquiry led learning. Adults know when to sensitively interact, and when to take a more guiding role.



### Language-rich Environments







We know that strong language skills are a determiner in future academic success. Our EYFS classroom is a language-rich environment in which talk is a part of everyday learning and play. Adults talk to children, and children talk to each other, using new vocabulary learnt. The daily sharing of stories allows children to develop their vocabulary and use new words and structures in their play.



### Preparing for KS1

Our children are well prepared for KS1 as we have high expectations of all. EYFS lay strong foundations in all areas of learning and children are supported to be emotionally ready for the next stage of learning. As the year progresses, children engage in more directed collaborative tasks and they learn to become more independent, focused, active and resilient learners.

# Theme Overview:

Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me 	Let's celebrate! 	All around the world 	Superheroes 	Growth & Change 	Fantastic Forest 
Focus topics:	Starting School My New Class New Beginnings Ourselves My Body How have I changed? What am I good at? My Family Being Kind	Celebrations Space Light and Dark Autumn	Winter Polar regions Climates Contrasting environments Hibernation Where do you live? Customs around the world	Signs of Spring Maps Secret Code writing Real life superheroes RSPCA Bird watch	Farm Healthy Eating Food from around the world Growing Life Cycles Animals around the world Animal patterns Habitats	Forset environments Travel Transport The Great Outdoors Comparing other environments Andy Goldsworthy Art
Wow' moments /Key Events	Transition Birthdays Harvest Autumn Trail	Remembrance Day Halloween Diwali World Space Week Guy Fawkes/Bonfire Night Nativity Christmas Santa Visit	Winter Walk Valentines Day Pancake Day Chinese New Year Food tasting – different cultures	World Book Day Mother's Day Easter St George's Day Internet Safety Day Easter Egg Hunt Real life Superhero visits Superhero Day	Farm visit Caterpillar transformation (The very hungry caterpillar)	Weekly forest school Teddy bear's picnic Transition World Environment Day Sports Day





In Class R we use a book-based approach to underpin our curriculum: where reading excites children to ask questions and learn new knowledge and skills. The book-led curriculum has reading and writing for purpose at its very core. Each unit of work has a high-quality, age-appropriate driving text assigned. These texts engage, inspire and deepen understanding.





## Specific Curriculum Map for Communication & Language + Literacy:

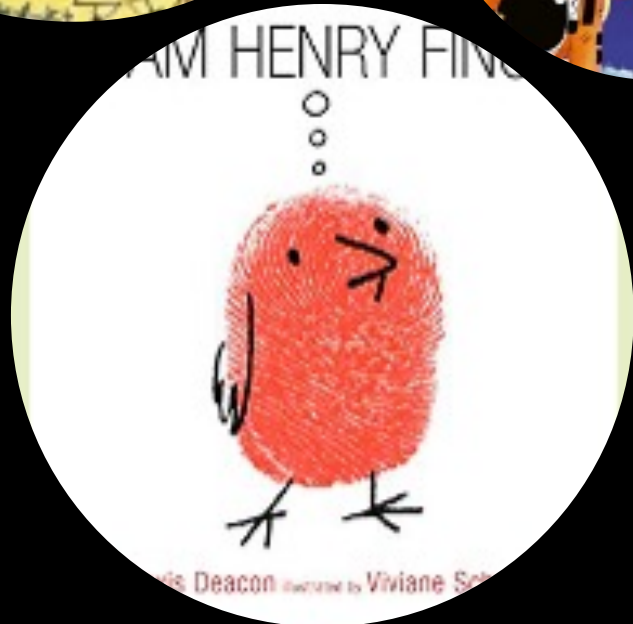
# Autumn 1

- *Where the Wild Things Are* Maurice Sendak: Own version 'wild thing' narratives, labels, captions, oral re-telling, developing a new character
- *Bringing the Rain to Kapiti Plain* Verma Aardema: Tourist information leaflets, labels and captions, retellings, simple explanations
- *Anansi* Gerald McDermott: Booklets about spiders, Labels and captions, call-and-response poems, descriptive posters, simple explanations



Specific Curriculum Map for Communication & Language + Literacy:

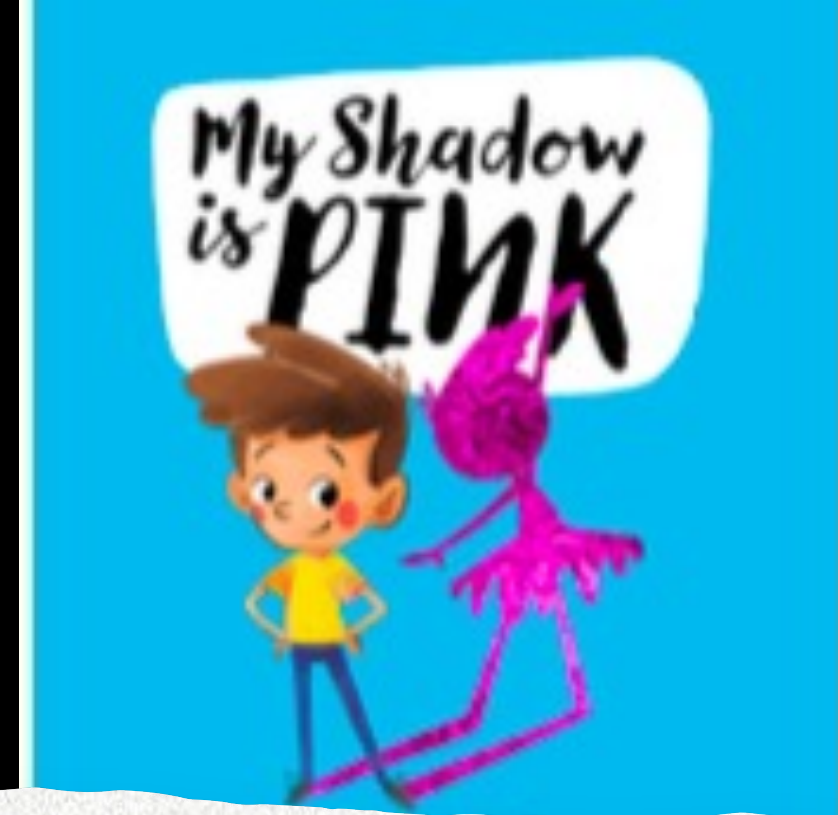
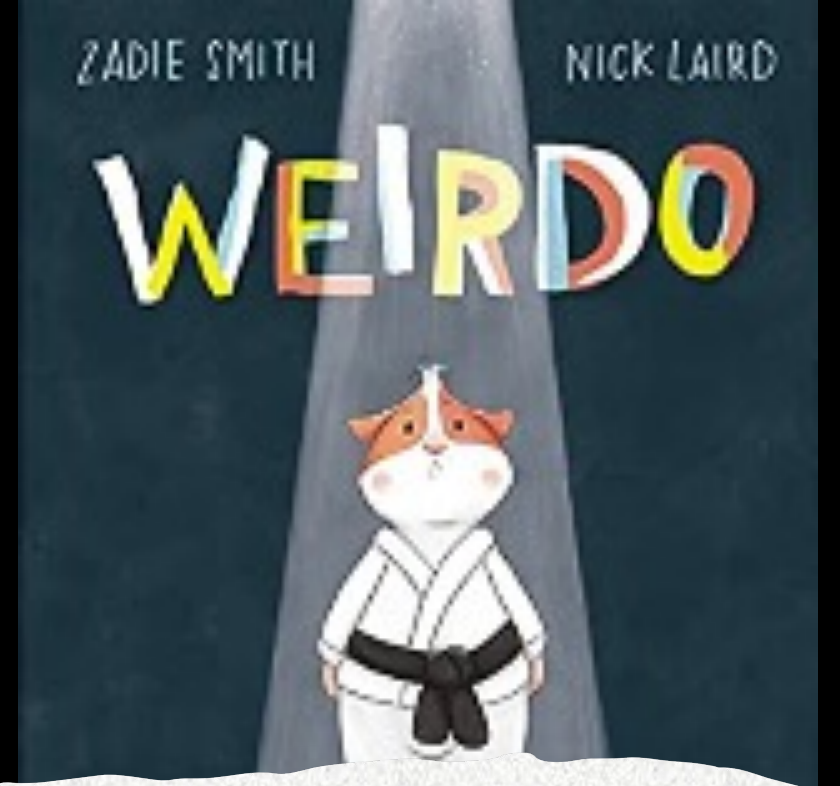
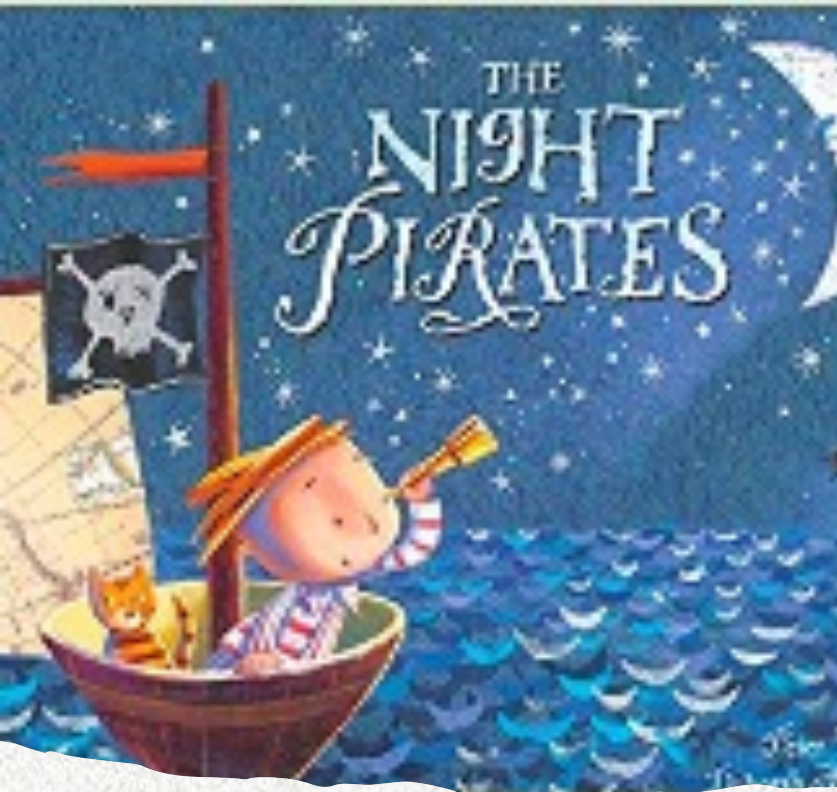
## Autumn 2



- *Look up! Nathan Bryon and Dapo Adeola:* Non-chronological reports, dialogue, diaries, re-telling (oral dictation), mini-autobiography, ship's log
- *I am Henry Finch Alexis Deacon:* Guidebooks - How to Think, timetables, thought-bubbles, lists, commands, letters of advice
- *Halibut Jackson David Lucas:* Narrative sequels, signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice







Specific Curriculum Map for  
Communication & Language +  
Literacy:

Spring 1

- *Weirdo* Zadie Smith and Nick Laird: Instructional guides to being brave, writing in role, letters, captions and labels, narrative retellings
- *My Shadow is Pink* Scott Stuart: Leaflet, innovated spoken rhymes, questions, notes and advice, lists, instructions
- *The Night Pirates* Pete Harris and Deborah Allwright: 'How to be a pirate' guides, writing in role, letters, labels and captions



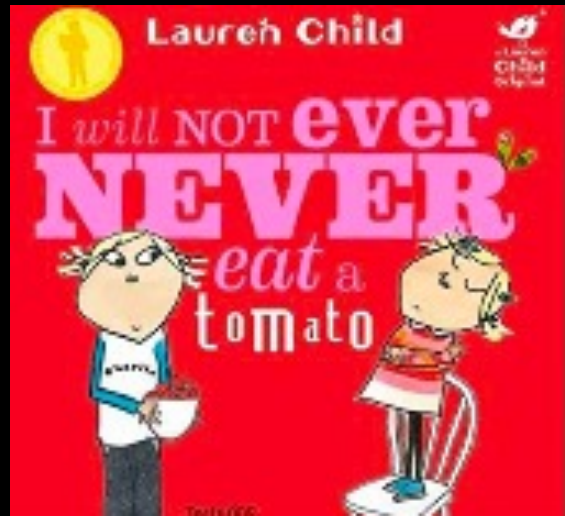
# Specific Curriculum Map for Communication & Language + Literacy: Spring 2

- *The Magic Paintbrush* Julia Donaldson and Joel Stewart: Own version 'overcoming' tales. Thought bubbles, labels, oral re-telling, writing in role, thank you letters
- *Little Red* Lynn Roberts and David Roberts: Alternative character versions, labels, notes of advice, adverts
- *Super Milly and the Super School Day* Stephanie Clarkson: Alternative character version, letters of encouragement; a retelling; song lyrics and job applications





Curriculum Map for  
Communication &  
Language + Literacy:  
**Summer 1**



- *The Tiny Seed Eric Carle:* Advice leaflets, labels and captions, advice, retellings, writing in role, narrative, letter
- *I Will Not Ever Never Eat a Tomato Lauren Child:* Own stories about a fussy eaters, statements, writing in role, shopping lists
- *The Extraordinary Gardener Sam Boughton:* Narrative inspired by the original text, labels, letters of advice, instructions, narratives

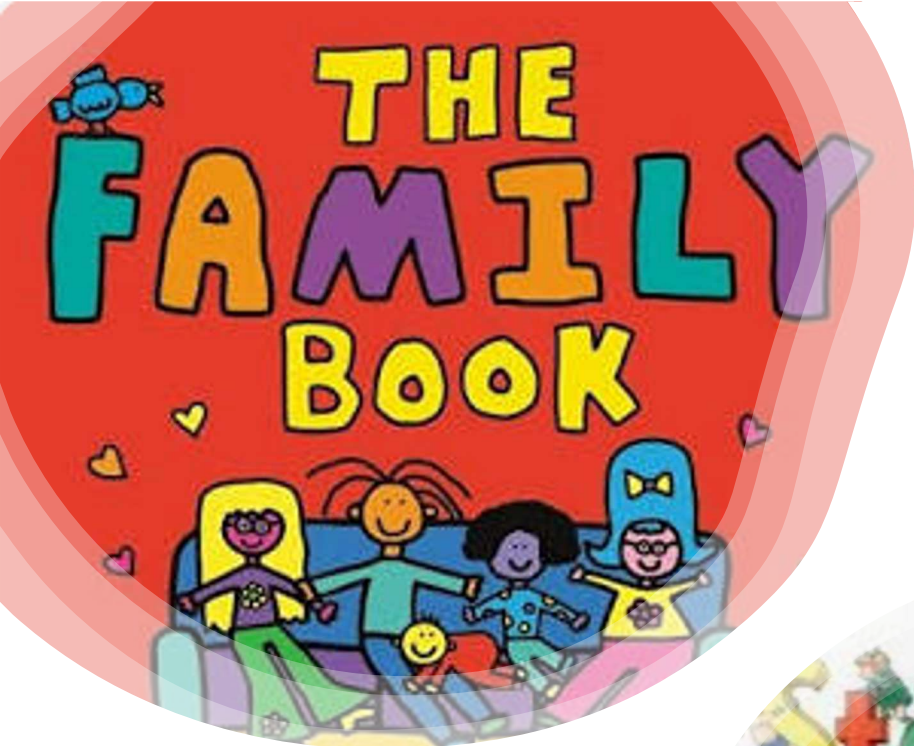




# Specific Curriculum Map for Communication & Language + Literacy: Summer 2

- *So Much* Trish Cooke and Helen Oxenbury: Own 'So Much' narrative poems, past tense sentences, writing in role, performance/ narrative poetry
- *Oi! Frog* Kes Gray and Jim Field: Own version rhyming narratives, rhyming flipbooks, questions, captions and labels
- *Izzy Gizmo* Pip Jones: Simple explanation, signage, letters of advice, lists, labelled diagrams





# Specific Curriculum Map for Theme: Autumn 1

## Communication and Language

### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Physical Development

### 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.

### 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

- 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.

## Personal, Social and Emotional Development

### 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.

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## Expressive Arts and Design

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### 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.

## Understanding the World

### 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.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### 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.



# Autumn 2

## Communication and Language

### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Personal, Social and Emotional Development

### 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.

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## Physical Development

### 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.

### 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

- 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.

## Literacy

### 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.

### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### 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.

## Expressive Arts and Design

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### 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.

## Understanding the World

### 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.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

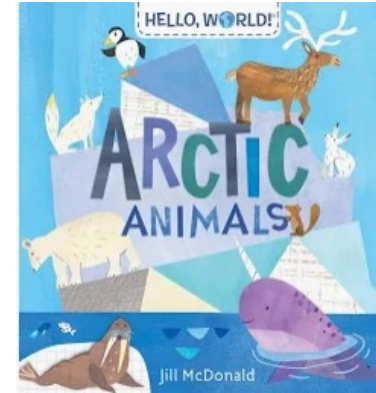
### The Natural World

- 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.



# Specific Curriculum Map for Theme: Spring 1

<b>Communication and Language</b> <b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back and forth exchanges with their teacher and peers.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, myths and poems when appropriate.</li> <li>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 modeling and support from their teacher.</li> </ul>		<b>Personal, Social and Emotional Development</b> <b>Self-Regulation</b> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their impulses when appropriate.</li> <li>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.</li> </ul> <b>Managing Self</b> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to other's needs.</li> </ul>	
<b>Physical Development</b> <b>Essential Motor Skills</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, gouges and a rubber stamp.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	<b>Mathematics</b> <b>Number</b> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitize (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to fingers, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <b>Numerical Patterns</b> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including even and odd, double facts and how quantities can be distributed equally.</li> </ul>	<b>Literacy</b> <b>Comprehension</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by creating stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, myths and poems and during role play.</li> </ul> <b>Word Reading</b> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Write recognizable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	
<b>Expressive Arts and Design</b> <b>Creating with Materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <b>Using Imaginative and Creative Skills</b> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>		<b>Understanding the World</b> <b>Past and Present</b> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <b>People, Culture and Communities</b> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>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.</li> </ul> <b>The Natural World</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	





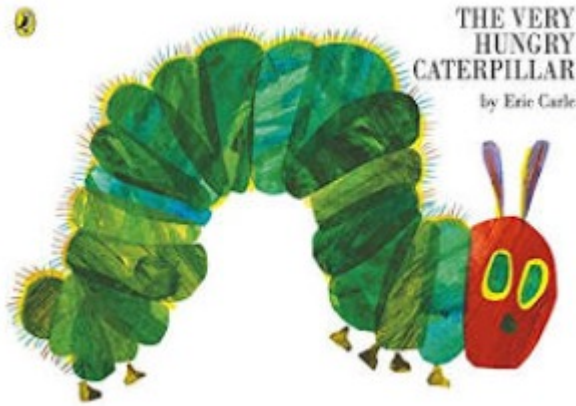
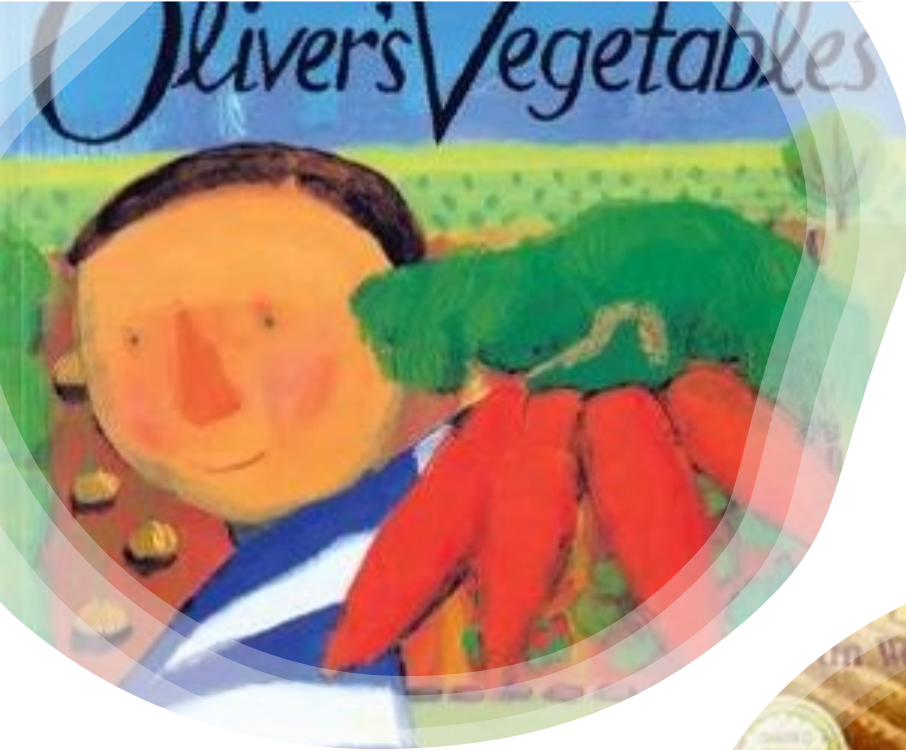


<b>Communication and Language</b> <b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>		<b>Personal, Social and Emotional Development</b> <b>Self-Regulation</b> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul> <b>Managing Self</b> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	
<b>Physical Development</b> <b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>		<b>Mathematics</b> <b>Number</b> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul> <b>Numerical Patterns</b> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	
<b>Expressive Arts and Design</b> <b>Creating with Materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <b>Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>		<b>Literacy</b> <b>Comprehension</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <b>Word Reading</b> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	
<b>Understanding the World</b> <b>Past and Present</b> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <b>People, Culture and Communities</b> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>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.</li> </ul> <b>The Natural World</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>			

# Spring 2

Specific Curriculum Map for Theme :





# Specific Curriculum Map for Theme: Summer 1

## Communication and Language

### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Personal, Social and Emotional Development

### 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.

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## Physical Development

### 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.

### 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

- 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.

## Literacy

### 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.

### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### 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.

## Expressive Arts and Design

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### 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.

## Understanding the World

### 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.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### 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.




# Specific Curriculum Map for Theme: Summer 2


<b>Communication and Language</b> <b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>		<b>Personal, Social and Emotional Development</b> <b>Self-Regulation</b> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul>	
<b>Speaking</b> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>		<b>Managing Self</b> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	
<b>Physical Development</b> <b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>		<b>Building Relationships</b> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	
<b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>		<b>Literacy</b> <b>Comprehension</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	
<b>Expressive Arts and Design</b> <b>Creating with Materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>		<b>Word Reading</b> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	
<b>Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>		<b>Writing</b> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	
<b>Understanding the World</b> <b>Past and Present</b> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		<b>People, Culture and Communities</b> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>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.</li> </ul>	
<b>The Natural World</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>			




Area	Key Learning:				ELG		
<p>C&amp;L</p> 	<p>Listening, attention and understanding</p> <p>Speaking</p>	<p>Understand how to listen carefully and why listening is important.            Learn new vocabulary.            Use new vocabulary through the day.            Ask questions to find out more and to check they understand what has been said to them. Articulate their 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 out problems and organise thinking and activities, and to explain how thing works and why they might happen.            Develop story phrases.            Engage in story times.            Listen to and talk about stories to build familiarity.            Retell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words.            Use new vocabulary in new contexts.            Listen carefully to rhymes and songs, paying attention to how they sound.            Learn rhymes, songs and poems.            Engage in non-fiction books.            Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>				<p>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of character. Listening, attention and understanding. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher peers.            Speaking; participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;            - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.            Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions.            Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead.            Fiction means story.            Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>	
	<p>Key Activities</p>	<p><u>This area of learning underpins everything we do! Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing and speech and language interventions.</u></p> <p>Specific activities...</p> <ul style="list-style-type: none"> <li>• Show and tell</li> <li>• Daily story vote</li> <li>• Story rich classroom</li> <li>• Rhyme time</li> <li>• Role play areas and enhancements</li> <li>• Talk partners</li> <li>• Reading garden filled with quality fiction, non-fiction and poetry books</li> <li>• Establish rules for listening and an environment where children feel safe to ask questions, talk, share idea</li> <li>• Library visits</li> </ul>					
<p>+ Drawing Club</p>	<p>Autumn 1</p> <p>What's in the witches kitchen, Pirate Pete, Billy Goat</p>	<p>Autumn 2</p> <p>Going on a bear hunt, Would you rather? Jack and the beanstalk</p>	<p>Spring 1</p> <p>Room on the broom, Pirate Pete, Little Red hen</p>	<p>Spring 2</p> <p>Hairy Toe, Not now Bernard, The magic porridge pot</p>	<p>Summer 1</p> <p>Dark, dark tale, Penguin, Chicken Licken</p>	<p>Summer 2</p> <p>Je m,habille et...je croque, Stuck, Hansel &amp; Gretel</p>	



Area	Key Learning					ELG	
PD 	Gross Motor	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve good posture when sitting at a table or on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian Further develop the skills they need to manage the school day successfully: - lining up and queuing, mealtimes, personal hygiene					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. 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.
	Fine Motor *Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	First half of the year		Second half of the year			
Key activities			<p>Gross Motor Skills: Revise and refine the fundamental movement skills already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, and climbing). Progress towards a more fluent style of moving, developing control and grace. Develop overall body strength, co-ordination, balance and agility. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus. Further develop and refine a range of ball skills (throwing, catching, kicking, passing, batting and aiming). Develop confidence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Fine Motor Skills: Develop small motor skills to use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient e.g. letter formation, pencil grip. Know and talk about the different factors that support their overall health and wellbeing. Develop the skills needed to manage to school day successfully e.g. lining up, hygiene, and mealtimes.</p>	<p>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. Use core muscle strength to achieve good posture</p> <p>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</p>			
+ PE HUB	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Unit 1: Speed, agility, travel Unit 1: Body management	Unit 1: Gymnastics Unit 1: Dance	Unit 2: Dance Unit 1: Manipulation & coordination	Unit 2: Gymnastics Unit 2: Speed, agility, travel	Unit 2 Body management Athletics	Unit 2: Manipulation & coordination Unit 1: Cooperate and solve problems	




















Area	Key Learning					ELG	
PSED 	Self-regulation	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. *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.					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. Managing self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Relationships - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
	Managing self						
	Relationships						
	Key activities						
+ SCARF	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	<u>Me and my relationships:</u> What makes people special People close to me Getting help	<u>Valuing Difference</u> Similarities & Differences Celebrating difference Showing kindness	<u>Rights and responsibilities</u> Looking after things: friends, environment, money.	<u>Keeping myself safe</u> Keeping my body safe Safe secret and touches People who help keep us safe	<u>Growing and changing</u> Cycle Life changes	<u>Being my best</u> Keeping my body healthy- food, exercise, sleep Growth mindset	




Area	Key Learning					ELG					
	Comprehension	<p>Read individual letters by saying the sound for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each say one sound and say sounds for them. Read a few CEW matched to the school's phonics programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. RE-read books to build up confidence in word reading, their fluency and their understanding and enjoyment. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. RE-read what they have written to check that it makes sense. *It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					<p><b>Comprehension</b> - 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 roleplay. <b>Word reading</b> - 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. <b>Writing</b> - 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>				
	Word Reading										
	Writing										
Key Activites	<p>First half of the year</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.</p>	<p>Second half of the year</p> <p>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. Begin to read and write simple sentences with known GPCs More independent reading opportunities Read, write (also re reading to check) sentences with a widening selection of GPC's including di/tri graphs and CEW/special words. Use full stop and Capital letters correctly. Story writing, writing sentences using a range of tricky words that are spelt correctly. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end, using correct letter formation.</p>									
+ Phonics RWI	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
	Set 1 Whole Class Word time blending 1.1-1.5	Differentiated groups Exp: Ditty group	Differentiated groups	Differentiated groups Exp: Red	Differentiated groups	Differentiated groups Exp: Green					

Area	Key Learning			ELG
M Number	.Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.			Number - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical patterns - 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.
Number patterns	Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.			
Key Activities linked to WRM	Autumn	Spring	Summer	
	Just like me It's me 1,2 3, Light & Dark	Alive in 5 Growing 6,7,8 Building 9 & 10	To 20 and beyond First, Then & Now Find my pattern On the Move	



Area	Key Learning						ELG																																			
UW 	Past and present	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.						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. People, Culture and communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 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.																																		
People, Culture and Communities																																										
The Natural World																																										
Key Activities	Autumn	Begin to make sense of their own life and family history. Familiar situation in the past. Special places in the community. Explore different beliefs and celebrations. Explore the natural world. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons (continuous). Know some similarities and differences between different religious and cultural communities (continuous)	Spring	Special people 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. Know some similarities and differences between different religious and cultural communities	Summer	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.																																				
+ RE Curriculum	<table border="1"> <thead> <tr> <th data-bbox="1049 968 1151 996">Autumn 1</th> <th data-bbox="1151 968 1253 996">Autumn 2</th> <th data-bbox="1253 968 1355 996">Spring 1</th> <th data-bbox="1355 968 1457 996">Spring 2</th> <th data-bbox="1457 968 1559 996">Summer 1</th> <th data-bbox="1559 968 1651 996">Summer 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="1049 1011 1151 1116">Why is the word 'God' so important to Christians?</td> <td data-bbox="1151 1011 1253 1116">Why do Christians perform nativity plays at Christmas?</td> <td data-bbox="1253 1011 1355 1116">How can we help others when they need it?</td> <td data-bbox="1355 1011 1457 1116">Why do Christians put a cross in an Easter garden?</td> <td data-bbox="1457 1011 1559 1116">What makes every single person unique and precious?</td> <td data-bbox="1559 1011 1651 1116">How can we care for our wonderful world?</td> </tr> <tr> <td data-bbox="1049 1125 1151 1202"></td> <td data-bbox="1151 1125 1253 1202"></td> <td data-bbox="1253 1125 1355 1202"></td> <td data-bbox="1355 1125 1457 1202"></td> <td data-bbox="1457 1125 1559 1202"></td> <td data-bbox="1559 1125 1651 1202"></td> </tr> <tr> <td data-bbox="1049 1210 1151 1239">CREATION 1</td> <td data-bbox="1151 1210 1253 1239">INCARNATION 1</td> <td data-bbox="1253 1210 1355 1239">SAVATION 2</td> <td data-bbox="1355 1210 1457 1239">SAVATION 1</td> <td data-bbox="1457 1210 1559 1239">INCARNATION 2</td> <td data-bbox="1559 1210 1651 1239">CREATION 2</td> </tr> <tr> <td data-bbox="1049 1245 1151 1273">including an encounter with ...</td> <td data-bbox="1151 1245 1253 1273">including an encounter with ...</td> <td data-bbox="1253 1245 1355 1273">including an encounter with ...</td> <td data-bbox="1355 1245 1457 1273">including an encounter with ...</td> <td data-bbox="1457 1245 1559 1273">including an encounter with ...</td> <td data-bbox="1559 1245 1651 1273">including an encounter with ...</td> </tr> <tr> <td data-bbox="1049 1279 1151 1316">A Muslim whispering Allah in a baby's ear</td> <td data-bbox="1151 1279 1253 1316">A Muslim story: Muhammad and the Ants</td> <td data-bbox="1253 1279 1355 1316">A Sikh story: Har Gobind and the 52 Princes</td> <td data-bbox="1355 1279 1457 1316">A Buddhist story: The Monkey King</td> <td data-bbox="1457 1279 1559 1316">Hindus celebrating at Raksha Bandhan</td> <td data-bbox="1559 1279 1651 1316">To Be Shown: the Jewish 'Birthday of Trees'</td> </tr> </tbody> </table>						Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious?	How can we care for our wonderful world?							CREATION 1	INCARNATION 1	SAVATION 2	SAVATION 1	INCARNATION 2	CREATION 2	including an encounter with ...	including an encounter with ...	including an encounter with ...	including an encounter with ...	including an encounter with ...	including an encounter with ...	A Muslim whispering Allah in a baby's ear	A Muslim story: Muhammad and the Ants	A Sikh story: Har Gobind and the 52 Princes	A Buddhist story: The Monkey King	Hindus celebrating at Raksha Bandhan	To Be Shown: the Jewish 'Birthday of Trees'
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																					
Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious?	How can we care for our wonderful world?																																					
																																										
CREATION 1	INCARNATION 1	SAVATION 2	SAVATION 1	INCARNATION 2	CREATION 2																																					
including an encounter with ...	including an encounter with ...	including an encounter with ...	including an encounter with ...	including an encounter with ...	including an encounter with ...																																					
A Muslim whispering Allah in a baby's ear	A Muslim story: Muhammad and the Ants	A Sikh story: Har Gobind and the 52 Princes	A Buddhist story: The Monkey King	Hindus celebrating at Raksha Bandhan	To Be Shown: the Jewish 'Birthday of Trees'																																					

Area	Key Learning					ELG	
EAD 	Creating with materials	Explore, use and refine a variety of artistic effects to express their ideas and feelings.					Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. 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.
	Being Imaginative and expressive	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.					
	Key Activities	Making area – Adults model how to use tools/techniques Dance session (see PD PE HUB unit) Weekly music sessions Sound wall Outside stage and instrument box Dressing up Construction and small world areas Large parts outdoors Join in with songs B eg in to mix colours Join in with role play games and use resources available for props Build models using construction equipment. Sing call-and-response songs Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed Tapping out of simple rhythms. Keeping a steady beat Provide opportunities to work together to develop and realise creative ideas Listen to music and make their own dances in response					
+ Charanga Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Mel	My Stories	Everyone!	Our World	Bog Bear Funk	Reflect, rewind & Replay	