



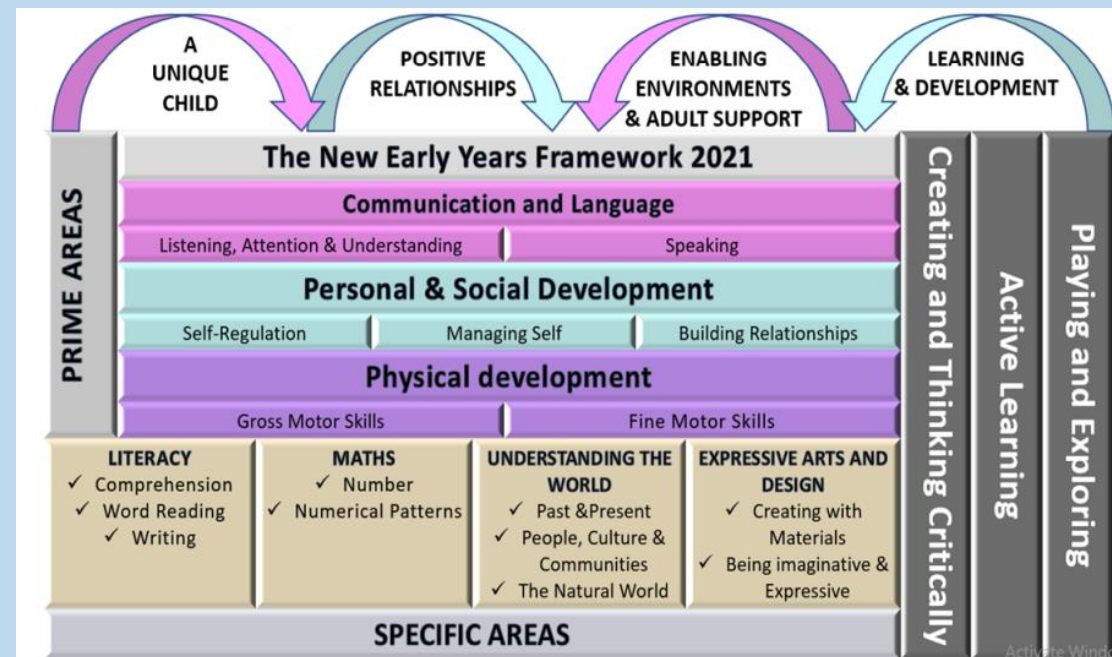
### The Curriculum

The aims of our school curriculum at St Thomas CE (VC) Primary School are to enable children to:

- Feel safe and valued as part of a caring community that celebrates success
- Be independent thinkers / learners who are able to seek solutions creatively and cooperatively
- Develop an enquiring mind and be able to ask questions
- Be confident enough to take risks in their learning
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all
- Be able to listen and articulate responses showing consideration to others
- Be polite and courteous
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their

learning

- Understand and respect diversity
- Be aware of and recognise their own learning needs and be involved in planning future steps
- Develop a sense of self-esteem: be well balanced and healthy individuals



At St Thomas CE (VC) Primary School, we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.



## Our Distinctive Church School

Our vision and the parable of the mustard seed

Our school aims to give all pupils experience and knowledge of the Christian faith explicitly through our collective worship and religious education lessons, and implicitly through our expectations of how both children and staff conduct themselves and relate to one another. We welcome children, staff and their families and friends to our school whatever their faith or beliefs. We believe that all our children can learn from the stories and morals in the bible and from the teachings of Jesus Christ. This supports their personal development, our school ethos, and their engagement with the modern world.

Our work together with the church provides holistic support for all of our children's spiritual development through regular collective worship, shared faith days and celebrations at church.

Jesus told us The Parable of the Mustard Seed, Matthew 13: 31-32

*"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."*

This key passage reflects so much of our school vision and is reflected in our motto:

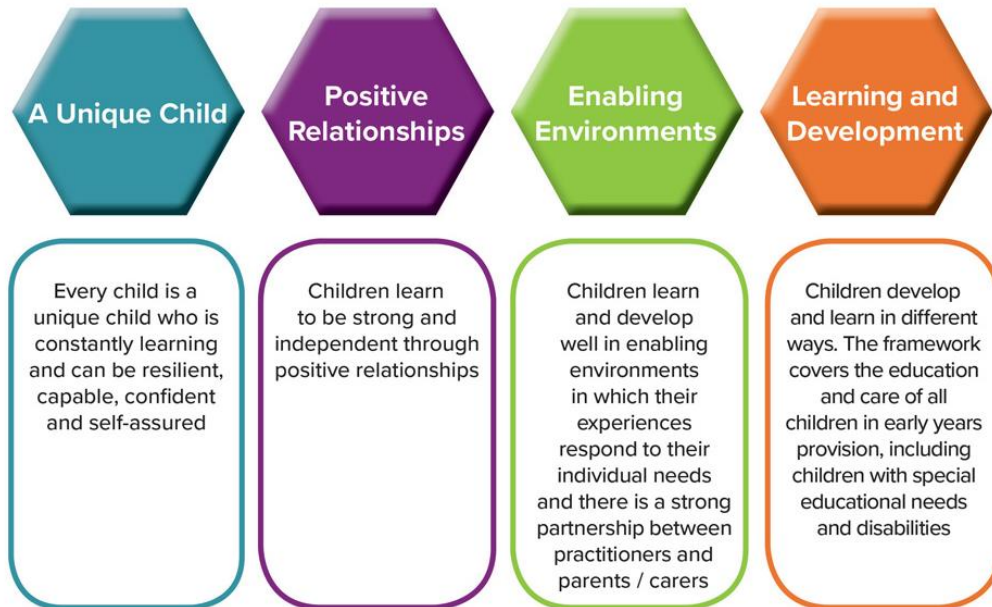
From Tiny Seeds, Grow Mighty Trees





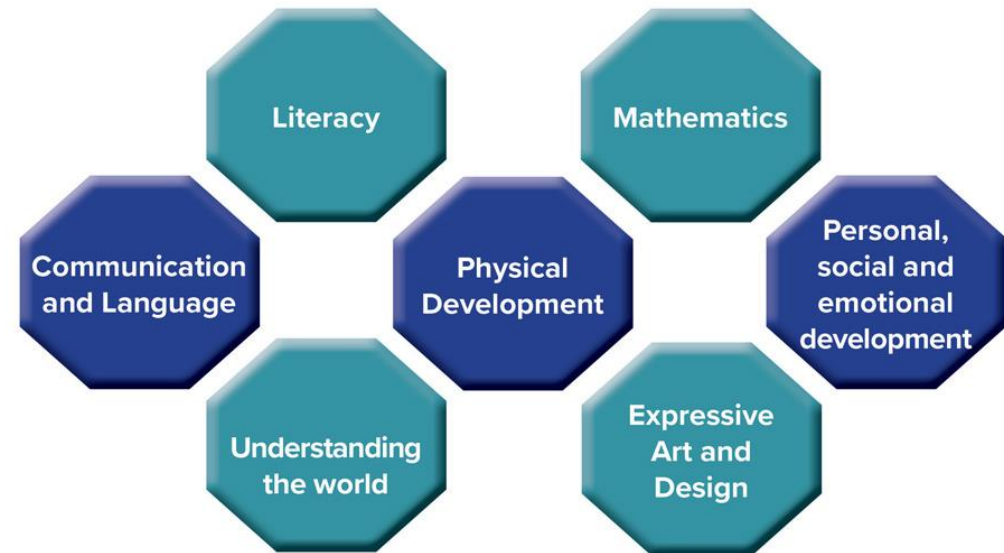


### The Four Guiding Principles of the Early Years Foundation Stage















Within this overarching framework, there are Early Learning Goals set in seven different areas. There are three Prime Areas and four Specific Areas:

### The Three Prime Areas and Four Specific Areas of the Early Years Foundation Stage



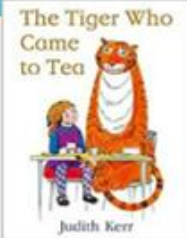

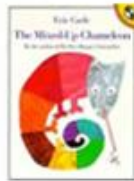



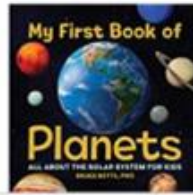


# Early Years YR Overview 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver project	<p>Me and My Community</p>  <p>PSED Nursery Reception</p> <p>This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.</p>	<p>Once Upon a Time</p>  <p>Literacy Nursery Reception</p> <p>This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales including <i>Cinderella</i>, <i>Goldilocks</i>, <i>Little Red Riding Hood</i>, <i>The Three Little Pigs</i> and <i>The Three Billy Goats Gruff</i>.</p>	<p>Starry Night</p>  <p>World Nursery Reception</p> <p>This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep, and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals.</p>	<p>Dangerous Dinosaurs</p>  <p>World Nursery Reception</p> <p>This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.</p>	<p>Sunshine and Sunflowers</p>  <p>World Nursery Reception</p> <p>This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun.</p>	<p>Big Wide World</p>  <p>World Nursery Reception</p> <p>This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</p>
Mini project	<p>Exploring Autumn</p>  <p>World Nursery Reception</p>	<p>Sparkle and Shine</p>  <p>PSED Nursery Reception</p>	<p>Winter Wonderland</p>  <p>World Nursery Reception</p>	<p>Puddles and Rainbows</p>  <p>World Nursery Reception</p>	<p>Shadows and Reflections</p>  <p>World Nursery Reception</p>	<p>Splash!</p>  <p>World Nursery Reception</p>



# Primary Reading and Book Spine

Books to read for whole class reading (MUST BE READ)	Picture Books that are good for T4W (Highly recommended)	Books that link well with topic	Non-fiction books	Poetry
 <p><b>Lost and Found</b> Oliver Jeffers</p>  <p><b>The Tiger who Came for Tea- (Classic)</b> Judith Kerr</p>  <p><b>Astro Girl</b>-Ken Wilson-Max</p>  <p><b>The Great Fairy Tale Disaster</b> by David Conway</p>	 <p><b>Handa's Surprise</b> By Eileen Brown</p>  <p><b>The Mixed Up Chameleon</b> By Eric Carle</p>  <p><b>Whatever Next-</b> Jill Murphy</p>  <p><b>Stick Man-</b> Julia Donaldson</p> <p><b>Traditional Tales to Read and Explore:</b> 3 Billy Goats Gruff Little Red Riding Hood Little Red Hen The Ugly Duckling Hansel &amp; Gretel The Elf &amp; the shoemaker</p>	 <p><b>The Snowy Day-</b> Ezra Jack Keats</p>  <p><b>How to Catch a Star-</b> Oliver Jeffers</p>  <p><b>Little Leaf's Journey</b> by Michael Rosen</p>  <p><b>We're Going on a Bear Hunt!</b> by Michael Rosen</p>	 <p><b>First Facts Bugs-</b> DK</p>  <p><b>Usbourne book of Long Ago</b></p>  <p><b>Here we Are</b> by Oliver Jeffers</p>  <p><b>My first book of Planets</b></p>	<p><a href="https://clpe.org.uk/poetryline">https://clpe.org.uk/poetryline</a></p> <p><b>The Ugly Bug Ball.</b> by Robert B. Sherman</p> <p><b>Each Peach Pear Plum-</b> Janet and Allen Ahlberg</p> <p><b>Zim Zam Zoom</b> by James Carter and Nicola Colton</p> <p><a href="https://clpe.org.uk/poetryline/resources/teaching-sequences/zim-zam-zoom">https://clpe.org.uk/poetryline/resources/teaching-sequences/zim-zam-zoom</a></p> <p><a href="https://clpe.org.uk/poetryline/resources/teaching-sequences/great-big-cuddle">https://clpe.org.uk/poetryline/resources/teaching-sequences/great-big-cuddle</a></p> 

<p>Key Texts</p> <p><i>Must be reads</i></p> <p>T4W</p>	<p>Stickman Gruffalo Leaf man Only One You My Mum Super Duper You <b>The Tiger who came for tea</b> My Mum is a Lioness Fair Shares Superhero Dad The Rainbow Fish The family book On the way Home My Family- Todd Parr Six Dinner Sid Something special <b>Lion and the mouse</b> I love my grandpa Emergency Emergency Non fiction- people who help us series</p>	<p>Goldilocks and the Three Bears The Three Little Pigs <b>The Three Billy Goats Gruff</b> Eat Your Greens Goldilocks The Enormous Turnip The Gingerbread Man <b>The Little Red Hen</b> <b>Little Red Riding Hood</b> Mr. Wolf's Pancakes What's the time Mr. Wolf? Shhhhhh! – life the flap book <b>The Great Fairytale Disaster</b> Usborne Long Ago  The Christmas Story Nativity</p>	<p>Peace at Last <b>Whatever Next</b> <b>Astro girl</b> Owl Babies <b>Zim Zam Zoom Poetry</b> A visit to the Moon <b>My First Book of Planets</b> How to Catch a Star Can't You Sleep Little Bear The Night Pirates Bedtime for Monsters Space Non fiction Goodnight Moon Afraid of the Dark <b>Nocturnal animals</b> <b>Non-fiction Owls</b> Night Monkey, Day Monkey <b>Lost and Found</b> Here we are- Non fiction</p>	<p>Dear Dinosaur Tyrannosaurus Drip If I had a pet dinosaur Am I Yours? Cave Baby Non fiction-My First Big Book of Dinosaur Dinosaur Roar Dinosaurs in the Supermarket Harry and the Dinosaurs series Stomp, Chomp, Big Roars, Here comes the Dinosaurs Ten Little Dinosaurs Were Going on a Bear Hunt</p>	<p>Shark in the Park The Tiny Seed Non fiction Sunflowers Non fiction- Life cycle of a Butterfly Minibeast Bop The Crunching Munching Caterpillar Fran's Flower Non fiction- Bugs</p>	<p>All Are Welcome Our World- A First Book of Geography Fatou fetch the Water Don't Spill the Milk Mama Panya's Pancakes Penguin on Holiday Henry's Holiday Mr Gumpy's Outing Things that go! Splash Anna Hibiscus We all Went on Safari- counting book Little Turtle and the sea <b>Handa's Surprise</b> My granny went to Market</p>
<p>Enrichment Opportunities</p> <p>Key Dates</p>	<p>Autumn walk linked to the story 'Leaf Man' and Gruffalo Nurse/ Firefighter/Police visit Harvest Time</p>	<p>A visit to the local woods Diwali Guy Fawkes / Bonfire Night Christmas Party Time / Nativity Remembrance Day 11<sup>th</sup> Nov Road Safety Week Anti- Bullying Week</p>	<p>A visit to the local woods Chinese New Year Internet Safety Day Valentine's Day Random Acts of Kindness</p>	<p>A visit to a Dinosaur Museum OR invite company into school  Reading Picnic with parents Planting Seeds Easter time Easter Egg hunt</p>	<p>A visit to local park and gardens e.g. Beaumont Park, Cannon Hall, Map work  Start of Ramadan Eid</p>	<p>Father's Day Transition events Class trip- journeys St Thomas Day Invite parents/ grandparents to talk about heritage Have a country themed day</p>

Characteristics of Effective Learning	<p><b>Playing and exploring:</b> 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</p> <p><b>Active learning:</b> 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.</p> <p><b>Creating and thinking critically:</b> 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</p>
Over arching principles	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> 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.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><b>PLAY</b> At St Thomas CE (VC) Primary School, we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based</p>

RE  PSHCE Assemblies	Where do we live and who lives there?		What can we see in our wonderful world?	How are special times celebrated?	What makes a good helper?	
Assessment Opportunities	Analyse Nursery exit data Observations of children in setting/ team meetings to discuss ?children <b>Baseline data ELS Week 1</b> <b>National Baseline data</b> Phonic Interventions	Ongoing Assessments Pupil progress meetings Parents evening EYFS team meetings In house moderation	Ongoing Assessments EYFS team meetings Phase meeting and internal moderations	Ongoing Assessments GLD Projections for EOY Parent Meetings External moderations	Ongoing assessments EYFS team meetings Meet with KS1 Lead/teachers	Pupil progress meetings Parents evening info EYFS team meetings EOY data
Parental Involvement	Parents questionnaire Phonics workshop CJ RL Welcome to Ey’s parents meetings CJ Seesaw password and set up Launch mystery reader Autumn walk	Stay and Play Mystery reader Parents Meetings Targeted support for identified families Seesaw- home –school learning A visit to the local woods	Stay and Play Mystery reader Targeted support for identified families Seesaw- home –school learning	Stay and Play Mystery reader Parents Meetings Targeted support for identified families Seesaw- home –school learning Parents meetings Interim meetings Easter egg hunt	Stay and Play Mystery reader Parents Meetings Targeted support for identified families Seesaw- home –school learning Class trip to local park	Sports day Summer report St Thomas day Class trip Transition to Y1 meetings





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver	Me and My Community	Once Upon A Time	Starry Night	Dangerous Dinosaurs!	Sunshine and Flowers	Big Wide World
Mini project	Exploring Autumn	Sparkle and Shine	Winter Wonderland	Puddles and Rainbows	Shadows and reflections	Splash!
Personal, Social and Emotional Development	<ul style="list-style-type: none"><li>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. ( <a href="#">assault courses, climbing frames, using tools</a> )</li><li>Show sensitivity to their own and to others needs.</li><li>Build constructive and respectful relationships and talk about the special people in their lives and why they are important. ( <a href="#">circle times, meeting new staff</a> )</li><li>Look after basic hygiene and personal needs and talks about the importance of good oral health. ( <a href="#">teach hand washing, teeth brushing, healthy eating</a> ) Explain the reasons for rules, know right from wrong and try to behave accordingly. ( <a href="#">Agree Classroom rules and St Thomas ten, tidy up times</a> )</li><li>Manage their own basic hygiene and personal needs including dressing going to the toilet and the importance of healthy choices. ( <a href="#">getting changed for PE, outdoor play, daily snack</a> )</li></ul>	<ul style="list-style-type: none"><li>Explain the reasons for rules, know right from wrong and behave accordingly ( <a href="#">classroom rules, Thomas 10, playground rules, tidy up time</a> )</li><li>Understand that rules keep us safe when using equipment. Safety rules include always listening carefully and following simple instructions, using equipment only for the tasks they are designed for and washing hands before touching food.</li><li>Listen carefully in a range of situations and is aware of the importance of listening.</li><li>Manage their own basic hygiene and personal needs including dressing going to the toilet and the importance of healthy choices. ( <a href="#">getting changed for PE, outdoor play, daily snack</a> )</li><li>Work and play cooperatively with others and take turns. ( <a href="#">sleeping dragons, turn taking in AOP</a> )</li><li>Understand that It is important to share resources and take turns in order to get on with others.</li></ul>	<ul style="list-style-type: none"><li>Explain the reasons for rules, know right from wrong and behave accordingly ( <a href="#">classroom rules, Thomas 10, playground rules, tidy up time</a> )</li><li>Manage their own basic hygiene and personal needs including dressing going to the toilet and the importance of healthy choices. ( <a href="#">getting changed for PE, outdoor play, daily snack</a> )</li><li>Give focus to what the teacher says when engaged in an activity and show an ability to follow and instruction with several ideas or actions</li><li>Listen carefully in a range of situations and is aware of the importance of listening.</li><li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li></ul> <b>Knowledge</b> <ul style="list-style-type: none"><li><b>Some feelings make them feel good and some not so good. It is important to be able to indicate feelings.</b></li><li>Select vocabulary and pictures to express their feelings and consider the feelings of others.</li></ul>	<ul style="list-style-type: none"><li>Explain the reasons for rules, know right from wrong and behave accordingly ( <a href="#">classroom rules, Thomas 10, playground rules, tidy up time</a> )</li><li>Manage their own basic hygiene and personal needs including dressing going to the toilet and the importance of healthy choices. ( <a href="#">getting changed for PE, outdoor play, daily snack</a> )</li><li>Give focus to what the teacher says when engaged in an activity and show an ability to follow and instruction with several ideas or actions.</li><li>Understand that other children might want to play the same game or use the same resources. It is important to be friendly and share with others.</li><li>Identify and moderate their feelings socially and emotionally and ask for help when they need it.</li><li>Set and work towards simple goals and be able to wait for what they want.</li><li>Show an understanding of own feelings and those of others, and begin to regulate behaviour.</li></ul>	<ul style="list-style-type: none"><li>Explain the reasons for rules, know right from wrong and behave accordingly ( <a href="#">classroom rules, Thomas 10, playground rules, tidy up time</a> )</li><li>Manage their own basic hygiene and personal needs including dressing going to the toilet and the importance of healthy choices. ( <a href="#">getting changed for PE, outdoor play, daily snack</a> )</li><li>Give focus to what the teacher says when engaged in an activity and show an ability to follow and instruction with several ideas or actions.</li><li>Follow instructions when in different environments and when handling simple equipment, such as scissors.</li><li>Look after basic hygiene and personal needs and talks about the importance of good oral health.</li><li>See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.</li></ul>	<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 writing from wrong and behave accordingly.</li><li>Give focus to what the teacher says, responding appropriately.</li><li>Manage their own basic hygiene and personal needs.</li><li>Work and play cooperatively with others and take turns.</li><li>It is important to share resources and take turns in order to get on with others. ( <a href="#">Road safety</a> )</li><li>Talk about their own interests, needs and opinions</li><li>Understand that people have different needs, interests and opinions.</li><li>Listen carefully in a range of situations and is aware of the importance of listening.</li><li>Suggest healthy ingredients that can be used to make simple snacks.</li><li>Understand that there are healthy and unhealthy foods. Fruit and vegetables are an important part of a healthy diet.</li></ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver	Me and My Community	Once Upon A Time	Starry Night	Dangerous Dinosaurs!	Sunshine and Flowers	Big Wide World
Mini project	Exploring Autumn	Sparkle and Shine	Winter Wonderland	Puddles and Rainbows	Shadows and reflections	Splash!
Personal, Social and Emotional Development  Managing self  Building relationships  Self-regulation	<ul style="list-style-type: none"> <li>Know which adults look after them and who to tell if worried or scared. ( <a href="#">making friends and learn who is in my school community, help children become confident to ask for help from new adults</a> )</li> <li>Give focus attention to what the teacher says</li> <li>Play cooperatively and take turns. ( <a href="#">parachute games, name games, playing in AOP</a> )</li> <li>See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. ( <a href="#">circle times, self portraits, observe ch's interests</a> )</li> <li>Understand who helps me in the wider community? ( Small world, roleplay, visitors )</li> </ul>	<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. ( <a href="#">Select vocabulary and pictures to express their feelings and consider the feelings of others, stories and books about feelings</a> )</li> <li>Suggest healthy ingredients that can be used to make simple snacks. ( <a href="#">Porridge toppings!</a> )</li> <li>Identify and moderate their feelings socially and emotionally and ask for help when they need it. Know who to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>Select vocabulary and pictures to express their feelings and consider the feelings of others.</li> <li>Understand that healthy lifestyle choices include eating fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible amounts of screen time and good hygiene.</li> <li>Look after basic hygiene and personal needs and talks about the importance of good oral health. ( Clean teeth, How to brush my teeth, Songs, eggs in liquids experiment )</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully in a range of situations and is aware of the importance of listening.</li> <li>Select vocabulary and pictures to express their feelings and consider the feelings of others.</li> <li><b>Some feelings make them feel good and some not so good. It is important to be able to indicate feelings. ( <a href="#">Tyrannosaurus Drip</a> )</b></li> </ul>	<ul style="list-style-type: none"> <li>Understand that everyone is different and special. There might be things that make them similar to or different from others, including their appearance or things that they like to do.</li> <li>Talk about why it is important to stay safe in the sun. ( <a href="#">Safe in the Sun Video</a> )</li> <li>Understand that they must wait for their turn to use equipment or take part in activities.</li> </ul>	
Linked Stories	The Lion and the mouse Hello Friend Lost and Found Colour Monster The rainbow fish The Family Book Its okay to make a mistakes Following rules Fair Shares Elmer Fussy Freda Feelings book Aaaaaargh Spider	Eat Your Greens Goldilocks! The Feelings Book Feeling Angry Feeling Sad I don't like Peas Hugo and the Bullfrogs Don't be a Bully, Billy	Love Monster My Feelings Huge Bag of worries	Never talk to strangers Tyrannosaurus Drip Red Riding Hood	Giraffes Cant Dance Fran's Flower Fussy Freda <b>ADD BOOKS FOR SUN SAFETY, FEELINGS AND DIVERSITY</b>	Sharing a Shell ADD TEXTS FOR PERSERVERANCE, SHARING, TRANSITION

Communication and Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. C&amp;L is developed throughout the year through high Quality teaching, adult interactions and daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS Productions and assemblies. Children also receive two daily story time sessions where they are read to and a rhyme/song of the week.</p>
----------------------------	--

Communication and Language Development Matters	<ul style="list-style-type: none"><li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and use of conjunctions, with modelling and support from adults.</li><li>• Hold a conversation when engaged in back and forth exchanges with adults and peers.</li><li>• Listen attentively and respond to what they hear with relevant comments, questions and actions when being read to and during whole class and small group discussions</li><li>• Make comments about what they have heard and ask questions to clarify understanding.</li><li>• Offer explanations for why things might happen and make use of recently introduced vocabulary from stories, non- fiction, rhymes and poems.</li><li>• Participate in small group, class and 1-1 discussions, offering their own ideas, using recently used vocabulary</li></ul>
---	--




Drivers	Me and My Community	Once Upon a Time	Starry Night	Dangerous Dinosaurs	Sunshine and Flowers	Big Wide World
<p>Communication and Language</p> <p>Knowledge and Skills</p>	<ul style="list-style-type: none"> <li>Understand that experiences can be remembered and recorded in different ways, including talking, taking photographs, drawing and writing. <b>All families are special and unique.</b></li> <li><b>There are adults in our community who help us.</b></li> <li><b>The emergency services help us.</b></li> <li><b>The emergency services include the fire service, the police and paramedics.</b></li> <li><b>To call the emergency services, dial 999.</b></li> <li><b>Other people who help us are doctors, nurses, teachers and postal workers</b></li> <li>Everyone is different and special.</li> <li>There might be things that make them similar or different to others, including their appearance or things they like to do.</li> <li>Ask a relevant scientific question to find out more, explain how things work and why they might happen.</li> <li>During small group or one to one discussions, ask questions to find out more and understand what has been said to them</li> <li>Listen carefully in a range of situations and is aware of the importance of listening.</li> <li>Show an understanding of the meanings of new words by using them in discussion and role play situations.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories</li> <li>Know that materials have different properties e.g. waterproof, magnetic, non-magnetic.</li> <li>Know that the way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.</li> <li>Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</li> <li>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</li> <li>Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.</li> <li>Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the environment changes through the day and the year.</li> <li><b>Nocturnal animals are awake during the night and sleep in the daytime.</b></li> <li><b>Diurnal animals are awake in the day and sleep at night time.</b></li> <li><b>Humans are diurnal animals.</b></li> <li><b>Bats are a type of mammal.</b></li> <li><b>Bats are nocturnal animals.</b></li> <li><b>Nocturnal animals sleep in the day and are awake at night.</b></li> <li><b>Bats have special features, such as big ears and wings.</b></li> <li>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</li> <li>During small group or one to one discussions, ask questions to find out more and understand what has been said to them.</li> <li>Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.</li> <li>Listen carefully in a range of situations and is aware of the importance of listening.</li> </ul>	<ul style="list-style-type: none"> <li>Living things like dinosaurs, plesiosaurs and pterosaurs lived millions of years ago.</li> <li>A <b>palaeontologist</b> studies fossils of living things from the past.</li> <li>Prehistoric animals are animals that lived a long time ago. Many prehistoric animals are now extinct.</li> <li><b>A volcano is an opening in the Earth's crust through which lava escapes.</b></li> <li><b>Lava is hot, molten rock.</b></li> <li>Dinosaurs were prehistoric reptiles that lived millions of years ago.</li> <li><b>Dinosaurs are extinct.</b></li> <li><b>Dinosaur remains are called fossils.</b></li> <li><b>Carnivores are animals that eat other animals. Some dinosaurs were carnivores, such as the tyrannosaurus.</b></li> <li><b>Herbivores are animals that eat plants. Some dinosaurs were herbivores, such as the triceratops.</b></li> <li><b>Dinosaurs laid eggs</b></li> <li>Some dinosaurs had spikes, plates and horns. These features were used for protection from predators.</li> <li>Birds are the closest living relatives to dinosaurs.</li> <li>Other reptiles, such as turtles and crocodiles, were alive at the same time as dinosaurs, as well as insects and fish.</li> <li>During the last Ice Age, sabre-toothed cats, giant ground sloths, mastodons, and mammoths lived. These animals are now extinct.</li> <li>We know about these animals from their fossilised or frozen remains and cave paintings</li> </ul>	<ul style="list-style-type: none"> <li>Parts of plants and trees include <b>trunk, branch, twig, roots, stem, flowers and leaves.</b></li> <li>A sunflower is a type of plant.</li> <li>The weather can change throughout the day, week and month. The weather is different at different times in the year.</li> <li>A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic.</li> <li><b>Plants draw up water through their roots.</b></li> <li><b>Butterflies feed on nectar from flowers. They suck the nectar through a long tongue called a proboscis, which they unroll</b></li> <li>A map is a picture or drawing of an area of land or sea.</li> <li>Plants need water, sunlight and air to survive. Animals need food, water, air and shelter to survive.</li> <li>Parts of a plant include the roots, stem, leaves, flowers and petals.</li> <li>Flowers are brightly coloured to attract insects.</li> </ul>	<ul style="list-style-type: none"> <li>A globe is a 3-D model of the Earth.</li> <li>Maps show 2-D images of places.</li> <li>Climates and environments are different, depending on their location on Earth.</li> <li>Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities</li> <li><b>The savannah is a mixed grass and woodland habitat.</b></li> <li><b>The world's largest savannah is in Africa.</b></li> <li>Different animal groups have some common body parts, such as birds have wings and fish have fins.</li> </ul>

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.					
Fine Motor	<ul style="list-style-type: none"><li>Use a range of tools for appropriate tasks e.g. cutting and joining, <a href="#">scissors</a>, <a href="#">hole punch</a>, <a href="#">different sized spoons in sand</a>, <a href="#">tweezers</a>.</li><li>Tear, cut, fold and stick a range of papers and fabrics ( <a href="#">self portraits</a>, <a href="#">make a face</a>, <a href="#">leaf man collages</a></li><li>Threading, cutting, weaving, playdough, finger gym, <a href="#">friendship bracelets</a>, <a href="#">Mr Potato Head</a>, <a href="#">dough families</a>, <a href="#">cone and elastic band</a>, <a href="#">leaf garlands</a>)</li><li>Different types of line include thick, thin, straight, zigzag, curvy and dotted. ( <a href="#">Tough tray</a>, <a href="#">charcoal</a>, <a href="#">chalk</a>)</li><li>Develop foundations of handwriting style by using tripod grip to form letters correctly. (ELS)</li><li>Manipulate malleable materials using hands and tools.</li><li>To draw a human body with some detail</li><li>Scissor skills assessment</li><li>Begin to show accuracy when drawing</li></ul>	<ul style="list-style-type: none"><li>Begin to show accuracy and care when drawing. ( drawing story maps, characters, wanted posters)</li><li>Hold a pencil effectively in preparation for fluent writing- using tripod grip in most cases.</li><li>Use a range of small tools, including scissors, paint brushes and cutlery</li><li>Explore a range of tools and equipment to perform practical tasks e.g. cutting and joining.</li><li>Cut, tear, fold and stick a range of papers and fabrics</li><li>Follow rules and instructions to keep safe.</li><li>Manipulate materials using tools and hands e.g <a href="#">moon dough</a>, <a href="#">magic sand</a>, <a href="#">wet sand</a>, <a href="#">gingerbread dough</a>, <a href="#">building sandcastles</a>, <a href="#">clay and wire</a>.</li><li>Threading, cutting, weaving, playdough, finger gym</li><li>Draw using different types of line include thick, thin, straight, zigzag, curvy and dotted.</li></ul>	<ul style="list-style-type: none"><li>Begin to show accuracy and care when drawing.</li><li>Hold a pencil effectively in preparation for fluent writing.- using tripod grip in most cases.</li><li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li><li>Choose and use different tools are needed for different tasks. ( <a href="#">cottons buds</a>, <a href="#">chalks</a>)</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li><b>Create different types of art include painting, drawing, collage, textiles, sculpture and printing. ( star sewing)</b></li><li>Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.(ELS)</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li><b>Different types of art include drawing, painting, collage, textiles and printing</b></li><li>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. ( <a href="#">cloud dough</a>, <a href="#">moon craters using dough and foil</a>, <a href="#">bottle top lids and acrylic paint</a>, <a href="#">paper mache planets</a>, <a href="#">night sky gloop</a>)</li><li>Select appropriate tools and media to draw with.( <a href="#">Planets and stars pictures</a>, <a href="#">drawing nocturnal animals</a>)</li><li>Tear, cut, fold and stick a range of papers and fabrics. ( Owl collages, moon pictures)</li></ul>	<ul style="list-style-type: none"><li>Choose and explore appropriate tools for simple practical tasks ( <a href="#">use clay tools to create fossils</a>, <a href="#">use pencils to draw fossil shapes</a>, using <a href="#">paintbrushes to uncover buried fossils in the sand</a>)</li><li>Make simple prints using a variety of tools, including print blocks and rollers.</li><li>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. ( <a href="#">Dinosaur swamp</a>, <a href="#">clay fossils</a>. <a href="#">Dough dino’s</a>,</li><li>Select appropriate tools and media to draw with. ( <a href="#">cave paintings</a>, <a href="#">dinosaur skeleton pictures</a>. <a href="#">Moving parts dinosaurs</a>)</li><li>Draw using different types of line include thick, thin, straight, zigzag, curvy and dotted. ( <a href="#">Draw ammonites</a>)</li><li>Create art in different ways on a theme, to express their ideas and feelings.</li><li>Tear, cut, fold and stick a range of papers and fabrics.</li><li>Draw or paint a place from observation or imagination.</li></ul>	<ul style="list-style-type: none"><li>Begin to show accuracy and care when drawing.</li><li>Hold a pencil effectively in preparation for fluent writing.- using tripod grip in most cases.</li><li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li><li>Create art in different ways on a theme, to express their ideas and feelings. ( <a href="#">Pebble art</a>, <a href="#">sunflower painting/ collage</a>, <a href="#">Beautiful flowers</a>)</li><li>Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.</li><li>Draw or paint a place from observation or imagination. ( <a href="#">Artist</a>)</li><li>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. ( <a href="#">Flower imprints</a>, <a href="#">flower dough</a>, <a href="#">ice-cream dough</a> )</li></ul>	<ul style="list-style-type: none"><li>Begin to show accuracy and care when drawing.</li><li>Hold a pencil effectively in preparation for fluent writing.- using tripod grip in most cases.</li><li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li><li>Create art in different ways on a theme, to express their ideas and feelings. ( <a href="#">aboriginal art</a>, <a href="#">patterns</a>)</li><li>Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.</li><li>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. ( <a href="#">Upcycled Art</a>, <a href="#">exploring clay</a>, <a href="#">weaving</a>)</li><li>Cut, tear, fold and stick a range of papers and fabrics. ( <a href="#">Collage world</a>)</li></ul>

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.					
<b>GROSS MOTOR</b> Daily opportunities for Gross Motor Development  Knowledge and skills  Development Matters  Possible activities/enhancements to AOP	<ul style="list-style-type: none"> <li>Demonstrate balance, strength and fluency of movement and coordination when using play equipment.</li> <li>Develop core strength</li> <li>Climbing frame, create assault course using tyres, planks, wooden blocks.</li> <li>Move energetically such as running, jumping, dancing, hopping and skipping ( <a href="#">outdoor play</a>, <a href="#">PE sessions</a>, <a href="#">music area</a>)</li> <li>Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control. ( <a href="#">Pass it game</a>, <a href="#">football</a>, <a href="#">basket ball nets</a>, <a href="#">shooting games</a>, <a href="#">target games</a>)</li> <li>Provide regular reminders about thorough handwashing and toileting</li> </ul>	<ul style="list-style-type: none"> <li>Move confidently in a range of ways and safely negotiate space, obstacles and terrains <a href="#">e.g build a path to cross the river</a></li> <li><a href="#">Set up assault courses e.g. Hansel and Gretel trail.</a></li> <li>Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music – <a href="#">magic wand streamers</a></li> <li>Move energetically such as running, jumping, dancing, hopping and skipping ( outdoor play, PE sessions, music area)</li> <li>Negotiate obstacles and space safely with consideration for self and others. (<a href="#">Create obstacle courses using crates and large blocks</a>, <a href="#">climbing frame</a>)</li> <li>Hula hoop skipping, scoop bats and balls.</li> <li>Experiment with different ways of moving and remember sequences and patterns of music.</li> </ul>	<ul style="list-style-type: none"> <li>Move confidently in a range of ways and safely negotiate space, obstacles and terrains. ( Alien space hoppers, outdoor moon assault course)</li> <li>Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music ( <a href="#">Space music</a>, <a href="#">lullabies</a>, <a href="#">streamers</a>, <a href="#">rocket dancing</a>)</li> <li>Move energetically such as running, jumping, dancing, hopping and skipping.</li> <li>Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control. ( <a href="#">Making crates using tough tray of flour and balls</a>)</li> <li>Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing. ( <a href="#">hula hoop skipping</a>, <a href="#">climbing frame</a>, <a href="#">assault courses</a>, <a href="#">off ground tig.</a>)</li> <li>Negotiate obstacles and space safely with consideration for self and others. (<a href="#">Create obstacle courses using crates and large blocks</a>, <a href="#">climbing frame</a></li> </ul>	<ul style="list-style-type: none"> <li>Adjust speed when running, and jump off objects and land successfully. ( <a href="#">Play Run! Running from the T-Rex</a>)</li> <li>Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.</li> <li>Move confidently in a range of ways and safely negotiate space, obstacles and terrains. ( <a href="#">Play move like a dinosaur</a>, <a href="#">Cross the lava</a>)</li> <li>Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music</li> </ul>	<ul style="list-style-type: none"> <li>Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control. (<a href="#">Provide a selection of different balls e.g. beach balls</a>, <a href="#">scoop bats and balls</a>, <a href="#">hoops</a>, <a href="#">cones</a>)</li> <li>Throw, catch, pat, aim, bat and kick a large ball</li> <li>Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing.</li> <li>Move confidently in a range of ways and safely negotiate space, obstacles and terrains.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.</li> <li>Move confidently in a range of ways and safely negotiate space, obstacles and terrains. ( <a href="#">Playtime games</a>, <a href="#">Tyres</a>, <a href="#">Mini Olympics</a>)</li> <li>Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music ( <a href="#">Lets Dance</a>, <a href="#">African Drumming</a>)</li> <li>Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.</li> <li>Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music</li> </ul>
PE with supply PPA Cover	Fundamental skills – spatial awareness and ball control	Fundamental skills  Diwali Dancing- ribbons	Dance	Gymnastics – floor Link to topic- Moving like a dinosaur- Run!	Ball skills – throwing and catching	Ball skills – bat and ball Team games Sports day



Literacy	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><b>COMPREHENSION</b></p> <p>Developing a passion for reading</p> <p>Children will visit the library weekly/have ? opportunities to change their reading books per week and read to their reading buddies once a week.</p> <p>Children will be introduced to new vocabulary through quality texts and be able to use this in small world play, role play and writing.</p>	<ul style="list-style-type: none"> <li>Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.</li> <li>Show an understanding of the meanings of new words by using them in discussion and role play situations.</li> <li>Talk about stories and make connections with events in their own lives or other familiar stories.</li> <li>Talk about stories that have been read to them and retell them through role play and small world play.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.</li> <li>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</li> <li>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li> <li>Retell stories and narratives through role play and small world play, using some key vocabulary. (Pie Corbett, story trays, story maps)</li> <li>Suggest what might happen at different points in the story</li> <li>Talk about stories that have been read to them and retell them through role play and small world play</li> </ul>	<ul style="list-style-type: none"> <li>Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.</li> <li>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</li> <li>Retell stories and narratives through role play and small world play, using some key vocabulary.</li> <li>Say words, captions out loud before writing.</li> <li>Recall that: Bats are a type of mammal. Bats are nocturnal animals. Nocturnal animals sleep in the day and are awake at night. Bats have special features, such as big ears and wings.</li> <li>Talk about stories and make connections with events in their own lives or other familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities</li> <li>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li> <li>Show an understanding of the meanings of new words by using them in discussion and role play situations.</li> <li>Understand that during the last Ice Age, sabre-toothed cats, giant ground sloths, mastodons, and mammoths lived. These animals are now extinct.</li> <li>Know about these animals from their fossilised or frozen remains and cave paintings.</li> <li>Talk about stories and make connections with events in their own lives or other familiar stories.</li> <li>Use talk to support the writing process.</li> <li>Recall specific knowledge: Dinosaurs were prehistoric reptiles that lived millions of years ago. Dinosaurs are extinct. Dinosaur remains are called fossils. A palaeontologist is a scientist that studies fossils. Carnivores are animals that eat other animals. Some dinosaurs were carnivores, such as the tyrannosaurus. Herbivores are animals that eat plants. Some dinosaurs were herbivores, such as the triceratops. Dinosaurs laid eggs.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.</li> </ul> <p>Develop specific knowledge: A butterfly is a type of insect. Butterflies lay eggs on plants. Caterpillars hatch from the eggs. Caterpillars eat until they are fully grown, then they become a pupa. A caterpillar pupa is called a chrysalis. A butterfly emerges from a chrysalis. Butterflies have wings, legs antennae and a rolled-up tongue for drinking nectar.</p> <ul style="list-style-type: none"> <li>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</li> <li>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li> </ul> <p>Put words in order to make a simple phrase or sentence: A butterfly is a type of insect. Butterflies lay eggs on plants. Caterpillars hatch from the eggs. Caterpillars eat until they are fully grown, then they become a pupa. A caterpillar pupa is called a chrysalis. A butterfly emerges from a chrysalis.</p> <ul style="list-style-type: none"> <li>Show an understanding of the meanings of new words by using them in discussion and role play situations.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. ( Clean up!)</li> <li>Understand The Gambia is a country in West Africa. ( Fatou Fetch the Water</li> <li>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</li> <li>Talk about stories and make connections with events in their own lives or other familiar stories.</li> <li>Talk about the pictures in story books and use them to discuss how characters might be feeling.</li> <li>Understand that a habitat is the natural home or environment of a living thing. Habitats include oceans, woodlands, ponds and gardens.</li> <li>Show an understanding of the meanings of new words by using them in discussion and role play situations.</li> <li>Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.</li> </ul>

<div>Phonics</div> <div></div>	<p>Essential Letters and Sounds is a Systematic Synthetic Phonics (SSP) programme, validated by the Department for Education. The name reflects the key principles of the programme; simplicity and consistency. ELS is delivered to the whole class. It combines continuous and reactive assessment. It provides robust intervention. ELS is rigorous and engaging. It supports teachers to ensure the lowest attaining children keep up rather than catch up.</p>					
<div>WORD READING</div> <div>Children will practice word reading during phonics lessons, in independent learning in the continuous provision, while reading their reading books and practicing their set HFW</div>	<div>Phonics sounds:</div> <div><b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</div>	<div>Phonics sounds:</div> <div><b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Rhyming strings, common theme in traditional tales, identifying characters and settings.</div>	<div>Phonics sounds:</div> <div><b>Reading:</b> Story structure beginning, middle, end. Innovating and retelling stories to an audience, nonfiction books</div>	<div>Phonics sounds:</div> <div><b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet.</div>	<div>Phonics sounds:</div> <div><b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</div>	<div>Phonics sounds:</div> <div><b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</div>

<div>Literacy- Writing</div> <div>Texts may change due to the children’s interests</div>	<div>Text as stimulus:</div> <div>The Family Book Family and me- Michaela Dias-Hayes Emergency, Emergency Going on a Bear Hunt</div>	<div>Text as stimulus:</div> <div>The Little Red Hen The Three Billy Goats Gruff The Great Fairytale Disaster</div>	<div>Text as stimulus:</div> <div>Whatever Next On the moon- Anna Milbourne Non fiction- Owls My First Book of planets</div>	<div>Text as stimulus:</div> <div>Am I Yours? Non fiction-My First Big Book of Dinosaurs Dear Dinosaur Tyrannosaurus Drip If I had a pet dinosaur</div>	<div>Text as stimulus:</div> <div>Life cycles- Sunflower Life cycles- Caterpillar The Tiny Seed</div>	<div>Text as stimulus:</div> <div>All Are Welcome Our World- A First Book of Geography Fatou fetch the Water Don’t Spill the Milk Penguin on Holiday Handa’s Surprise</div>
	<ul style="list-style-type: none"><li>• Recognise and say sounds represented by graphemes.</li><li>• Spell words by identifying the sounds and then writing the sounds with letters.</li><li>• Use writing to communicate thoughts, ideas, experiences and events.</li><li>• Use writing to support play</li></ul>	<ul style="list-style-type: none"><li>• Begin to read back what they have written to check it makes sense.</li><li>• Puts words in order to make a simple phrase or sentence</li><li>• Spell words by identifying the sounds and then writing the sounds with letters.</li><li>• use phonic knowledge to blend words</li><li>• Use talk to support the writing process</li></ul>	<ul style="list-style-type: none"><li>• Say words, captions and sentences out loud before writing.</li><li>• Spell words by identifying the sounds and then writing the sounds with letters.</li><li>• Use talk to support the writing process.</li><li>• Use talk to support the writing process.</li></ul>	<ul style="list-style-type: none"><li>• Share their writing with others, reading it aloud where appropriate.</li><li>• Spell words by identifying the sounds and then writing the sounds with letters.</li><li>• Use phonic knowledge to spell words.</li><li>• Use talk to support the writing process</li><li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li></ul>	<ul style="list-style-type: none"><li>• Share their writing with others, reading it aloud where appropriate.</li><li>• Spell words by identifying the sounds and then writing the sounds with letters.</li><li>• Use writing to communicate thoughts, ideas, experiences and events.</li><li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li></ul>	<ul style="list-style-type: none"><li>• Talk about their writing with the teacher.</li><li>• Use writing to communicate thoughts, ideas, experiences and events.</li><li>• Use writing to support their play</li><li>• Put words in order to make a simple phrase or sentence.</li><li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li></ul>
	<div>Draw and label pictures of my family</div> <div>Drawing and labelling pictures of friends.</div> <div>Draw and label maps of the school</div> <div>Labelling pictures</div> <div>Writing initial sounds in words</div> <div>Writing simple words</div> <div>Sequencing pictures and retelling a story, labelling maps</div> <div>Writing in AOP e.g. shopping lists, letters, thank you cards, labels for models and paintings</div>	<div>Writing simple words and captions</div> <div>Speech bubbles</div> <div>Wanted posters</div> <div>Story maps</div> <div>Letters to Santa</div> <div>Using pictures from the story as stimulus for writing</div>	<div>Labelling pictures from the story using phoneme frame/captions or sentences</div> <div>Writing facts about nocturnal animals ( Bats)</div> <div>Book making- writing about nocturnal animals.</div> <div>Writing lists of what to take to the moon</div> <div>Postcard from the moon</div>	<div>Labelling different parts of the dinosaur</div> <div>If I had a pet dinosaur sentences</div> <div>Writing a letter to the T rex</div> <div>Going on a dinosaur hunt recount</div> <div>Simple sentences</div> <div>Facts about dinosaurs</div>	<div>Sunny day poems</div> <div>Labelling plants</div> <div>Summer fun</div> <div>Writing sentences/facts about life cycles</div> <div>Writing sentences to match plant pictures</div> <div>Instructions</div> <div>Facts about plants</div>	<div>Writing postcards</div> <div>Writing sentences about different habitats</div> <div>Add passports, lists, postcards to home corner and outdoor themed roleplay area.</div> <div>Recounting Handa’s surprise</div>



	Autumn 1  Me and My Community		Autumn 2  Once Upon a Time			Spring 1  Starry Night		Spring 2  Dangerous Dinosaurs		Summer 1  Sunshine and Flowers		Summer 2  Big Wide World		
Phase	Getting to Know You 1-3 Baseline	Just Like Me! Wk 4-6	It's Me 1,2,3!	Light and Dark	Consolidation	Alive in 5!	Growing 6,7,8	Building 9 and 10	Consolidation	To 20 and beyond!	First, Then and Now	Find My Pattern	On the Move	Consolidation
Maths  Number  Measure, Shape and Spatial Thinking  Mathematics Mastery	Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections, 'have a go', talk to adults</b> and peers about what they notice and not be afraid to make mistakes.													
	Opportunities for settling in, introducing the areas of provision and getting to know the children.  Key times of the day and class routines.  Exploring the continuous provision. Where do things belong?  Positional language	<b>Number</b>  Match and sort  Compare amounts  <b>Measure, Shape and Spatial Thinking</b>  Compare size, mass and capacity  Exploring pattern (1)	<b>Number</b>  Representing, comparing and composition of 1,2,3  <b>Measure, Shape and Spatial Thinking</b>  Circles and triangles Positional language	<b>Number</b>  Representing numbers to 5 Subtraction facts to 5  One more/one less  <b>Measure, Shape and Spatial Thinking</b>  Shapes with 4 sides  Time	<b>Number</b>  Introducing zero  Comparing numbers to 5 <b>Subtraction facts to 5</b>  Composition of 4 and 5  <b>Measure, Shape and Spatial Thinking</b> Compare mass  Compare capacity	<b>Number</b>  6, 7, 8 Addition and <b>subtraction facts 678</b>  Making pairs  Combining 2 groups  <b>Measure, Shape and Spatial Thinking</b>  Length and height  Time	<b>Number</b>  9 and 10  Comparing numbers to 10  Bonds to 10  <b>Measure, Shape and Spatial Thinking</b>  3D shapes  Pattern s (2)	<b>Number</b>  Beyond 10: -Building numbers -Counting patterns  <b>Measure, Shape and Spatial Thinking</b>  Spatial reasoning (1)  Match, rotate and manipulate	<b>Number</b>  Adding more  Taking away  <b>Measure, Shape and Spatial Thinking</b>  Spatial reasoning (2)  Compose and decompose	<b>Number</b>  Doubling  Sharing and grouping  Even and odd  <b>Measure, Shape and Spatial Thinking</b>  Spatial reasoning (3)  Visualise and build	<b>Number</b>  Deeping understanding  Patterns and relationships  <b>Measure, Shape and Spatial Thinking</b>  Spatial reasoning (4)  Mapping			

# Understanding the World

## Specific Knowledge

### Development Matters

- Describe their immediate environment drawing on observation, discussion, stories, non fiction and maps.
- Understand that a community is made up of a group of people who share or live in the same place.

#### Knowledge

- **There are different types of communities, such as the family community, the school community and the local community.**
- Schools are places where we come to learn and make new friends.
- Adults in school are there to help us and keep us safe.
- The adults at schools have different jobs.
- Describe how they can look after their environment.
- Understand that class rules are there to keep everyone happy and safe. It is important to follow the rules.
- Input simple instructions to technological toys, including floor robots and onscreen sprites.
- Name and talk about man-made features in the local environment, including shops, houses, streets and parks.
- Recognise and discuss how they have changed from when they were babies.
- We change as we grow.

- Explore the natural world around them, making observation of plants and animals.
- Understand some important processes and changes in the natural world e.g. seasons and changing states of matter. ( Autumn/Winter)
- Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.
- **The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.**
- Explore and talk about pictures, stories and information books on the theme of royalty.

#### Knowledge

- **Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories**
- With support, observe, record and talk about materials and living things.
- Identify that materials have different properties and explore and sort magnetic and non-magnetic materials through play and exploration

#### Knowledge

- **Some materials are magnetic, which means that they are attracted to (pull towards) a magnet. Some metals are magnetic. Other materials are non-magnetic, such as wood, dough and glass.**

- Explore the natural world around them, making observation of plants and animals.
- Compare and group objects and materials according to simple given criteria.
- Describe a **contrasting environment** to their own.
- Describe, predict and sort things that **float and sink** and talk about the forces that they can feel ( [explore floating and sinking](#))
- Explore and describe **electrical and non-electrical light sources.** ( [add torches and other illuminous toys to dark tent, create dark area](#))

#### Knowledge

- **Dark is the absence of light.**
- **It is dark at night because that part of Earth is facing away from the Sun.**
- **During the day, it is light because that part of Earth is facing towards the Sun.**
- Identify and say that different animal groups have some common body parts, such as birds have wings and fish have fins

#### Knowledge

- **Nocturnal animals are awake during the night and asleep during the day.**
- Input simple instructions to technological toys, including floor robots and onscreen sprites.
- Make a shadow bigger or smaller using toys, play equipment and a light source.

- Identify common features for different groups of animals, including wild and domestic animals.
- Input simple instructions to technological toys, including floor robots and onscreen sprites.
- Make a **shadow bigger or smaller using toys**, play equipment and a light source.
- Make and use simple maps in their play to represent places and journeys, real and imagined.
- **Understand that a map a picture or drawing of an area of land or sea.**
- Match animals to the foods that they eat.
- Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.
- **Carnivores are animals that eat other animals.**
- **Herbivores are animals that eat plants.**
- Use age-appropriate software independently.
- With support, use simple equipment, such as timers, rulers and containers, to measure length, height, capacity and time.

- Begin to name and group plants and trees according to their observable features.
- Plants and trees are living things. They can be identified according to their features, such as leaves, seeds and flowers.
- **Parts of a plant include the roots, stem, leaves, flowers and petals.**
- **Flowers are brightly coloured to attract insects.**
- Describe some ways that plants or animals should be cared for in order for them to survive.
- **Plants need water, sunlight and air to survive. Animals need food, water, air and shelter to survive.**
- Explore the natural world around them and give simple descriptions, following observation, of changes.
- **Living things change over time. This includes growth and decay**
- Input simple instructions to make technological toys operate, including floor robots and onscreen sprites
- Make and use simple maps in their play to represent places and journeys, real and imagined.
- **A map is a picture or drawing of an area of land or sea.**
- Name and describe basic features of plants and trees
- **Parts of plants and trees include trunk, branch, twig, roots, stem, flowers and leaves.**
- **A sunflower is a type of plant.**
- **The weather can change throughout the day, week and month. The weather is different at different times in the year.**
- **A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic.**
- **Plants draw up water through their roots.**
- **Butterflies feed on nectar from flowers. They suck the nectar through a long tongue called a proboscis, which they unroll.**

- Describe a contrasting environment to their own. ( Africa)
- Begin to notice and talk about different places around the world, including oceans and seas.
- Globes and maps can show us different places around the world.
- Describe how the weather, plants and animals of one place is different to another using simple geographical terms
- **A globe is a 3-D model of the Earth.**
- **Maps show 2-D images of places.**
- **Climates and environments are different, depending on their location on Earth.**
- Describe how they can look after their environment
- **Litter has a harmful effect on the areas where we live, work and play**
- Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.
- **Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities**
- **The savannah is a mixed grass and woodland habitat.**
- **The world's largest savannah is in Africa.**
- Identify common features for different groups of animals, including wild and domestic animals.
- Different animal groups have some common body parts, such as birds have wings and fish have fins.
- Input simple instructions to make technological toys operate, including floor robots and onscreen sprites.
- Technological toys need instructions to operate in a particular way. Errors in instructions can be checked and fixed.

<div> <div>Understanding the World</div> <div>Specific Knowledge</div> <div>( Curriculum Maestro)</div> </div>	<ul style="list-style-type: none"> <li>Take photographs, draw simple picture maps and collect simple data during fieldwork activities.</li> <li>Talk about the different occupations that familiar adults and members of their community have.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li><b>Families are all different.</b></li> <li><b>We are all unique and special.</b></li> <li><b>Change happens to everyone.</b></li> <li><b>Change happens in families and environments.</b></li> <li>Explore the natural world around them and give simple descriptions, following observation, of changes.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li><b>Living things change over time. This includes growth and decay.</b></li> <li><b>Specific knowledge</b></li> <li><b>Some plants and trees change with the seasons. For example, new green leaves grow in the spring and some leaves change colour in autumn and fall from the trees.</b></li> <li>Many different animals live in a woodland, such as rabbits, badgers and foxes.</li> <li><b>Specific knowledge</b></li> <li><b>Wild animals make their own homes including dens and burrows. They also have to hunt or gather their food. All animals have special features or ways of behaving that help them to survive. Some animals hibernate during the winter. Hibernation is a long period of sleep.</b></li> </ul>	<ul style="list-style-type: none"> <li>Understand that stories and books give us information about the past.</li> <li>Know that objects can be compared and grouped according to their shape, colour, material or use.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li><b>The Moon can normally be seen in the night sky.</b></li> <li><b>The Moon orbits the Earth.</b></li> <li><b>People have visited the Moon.</b></li> <li><b>People travel into space in space shuttles</b></li> <li><b>There are adults in our community who work at night time to help us.</b></li> <li><b>The emergency services include the fire service, police and ambulance service.</b></li> </ul>			<ul style="list-style-type: none"> <li>Make and use simple maps in their play to represent places and journeys, real and imagined.</li> <li>Knowledge</li> <li>A map is a picture or drawing of an area of land or sea.</li> <li>Name and sort everyday items into groups of the same material.</li> <li><b>Objects are made from different materials. Everyday materials include, wood, plastic, glass, fabric, metal and stone. Materials have different properties</b></li> <li>Share stories and talk about significant people who lived in the past.</li> <li><b>Some people in history are significant because they did important things that changed the world or how we live.</b></li> <li><b>Charles Darwin was a famous naturalist.</b></li> <li><b>He lived from 1809–1882.</b></li> <li><b>Charles Darwin was an expert in studying nature, plants, animals, rocks and fossils.</b></li> <li>Show an awareness of the similarities and differences between people in different communities and groups from around the world.</li> <li><b>Heritage is a person's unique, inherited sense of family identity, including the values, traditions, culture, and artefacts handed down by previous generations.</b></li> <li><b>Some families define their heritage primarily as their ethnic, cultural or national identity.</b></li> <li>Take photographs, draw simple picture maps and collect simple data during fieldwork activities.</li> <li>Fieldwork includes going on walks and visits to collect information about the environment.</li> </ul>
--	---	---	--	--	--	---



<div>Understanding the World</div> <div>Planned activities</div>	<ul style="list-style-type: none"><li>Who is in my family?</li><li>A tour of the school.</li><li>Drawing maps of the school.</li><li>Drawing pictures of my family.</li><li>Read and share Something Special book</li><li>Invite children to share baby photographs.</li><li>Use Going on a Bear Hunt as stimulus for woodland walk,</li><li>Baking and cooking activities with autumn fruits e.g. apple crumble.</li><li>Teach children what happens in Autumn ( PPT, videos, stories)</li><li>Share videos and stories to teach children about woodland animals and those that hibernate for winter.</li></ul>	<ul style="list-style-type: none"><li>Share the story, ‘The Princess and the Pea’ as a stimulus for comparing materials</li><li>Explore materials e.g. which materials are waterproof? Which materials are magnetic? Can we sort the materials into hard and soft?</li><li>Old clothes/ New Clothes Clothes from the past session</li><li>Why do Christians celebrate Christmas?</li><li>How is Diwali celebrated?</li></ul>	<div>What happens when I fall asleep?</div> <ul style="list-style-type: none"><li>Day and night walk</li><li>What are nocturnal animals</li><li>Night time visitors in my garden</li><li>Sorting day and night time pictures</li><li>Moonlight shadows</li><li>Where is the moon?</li><li>Sorting day and nighttime animals</li><li>Space journeys</li><li>Floating and sinking</li></ul>	<div>Sorting</div> <div>Herbivore or carnivore?</div> <div>Finding fact and making comparisons between dinosaurs</div> <div>Map making – Going on a Dinosaur Hunt</div> <div>Discovering dinosaur eggs</div> <div>Testing materials:</div> <div>Frozen in time- exploring freezing and melting dinosaur eggs. Making a Volcano! Welly walk What happens in Spring? Making rainbows. Puddle paintings</div>	<ul style="list-style-type: none"><li>Visit local park e.g. Beaumont Park.</li><li>Using tablets to take photographs of plants, trees and flowers.</li><li>Can children spot different insects?</li><li>Scavenger Hunt</li><li>What happens during the four seasons of the year?</li><li>Labelling parts of plant</li><li>Raising Butterflies ( life cycles)</li><li>Planting and caring for sunflower seeds</li><li>Planting flowers in garden</li><li>Observations of plants</li><li>How do plants drink- science investigation</li><li>Making a butterfly feeder</li><li>Hidey Homes</li><li>Pressed flowers</li></ul>	<ul style="list-style-type: none"><li>Teach children how to use Google Earth to find where they live, where is the school and to view the journey planned for the class trip</li><li>Invite children to share holiday photographs and postcards that family members have sent them.</li><li>Invite family members into school to talk about their heritage</li><li>Drawing maps linked to chosen texts or experiences</li><li>Building maps using small construction</li><li>Teach children how to look at globe/maps.</li><li>Comparing animals from around the world</li><li>Share the story ‘Under the same sky’</li><li>Animals around the world</li><li>Who was Charles Darwin? What did he do? What did he draw?</li></ul>
<div>Enhancements to Areas of Provision</div>	<ul style="list-style-type: none"><li>Create a <b>family tree display and add photographs of children and staff families.</b></li><li>Set up small world road area and add images of local area. Including photographs and maps</li><li>Display <b>photographs</b> of who is in our school community.</li><li>Set up small world fire station, hospital etc.</li><li><b>Add beebot toys to classroom</b></li><li>Display photographs of <b>when children and adults were babies ( HC display)</b></li><li>Add tuff tray containing natural objects collected on autumn walk</li><li>Add tuff tray with woodland animals</li><li>Add apples at various stages of display</li><li>Set up investigation area with water tray containing conkers, pine cones, leaves, twigs to explore floating and sinking</li><li><b>Exploring leaves on light box</b></li></ul>	<ul style="list-style-type: none"><li>Set up investigation area with <b>magnets and different materials for children to explore,</b> investigate and sort.</li><li>Add different materials to junk modelling area and challenge children to choose the best materials to make a bed?</li><li>Add different materials to junk modelling area and invite children to construct a new house for the pigs.</li><li>Enhance home corner to be Christmas day</li><li>Add images of castles in the past to small construction areas</li><li>Set up small world castle with puppets and props e.g. kings and queens.</li></ul>	<ul style="list-style-type: none"><li>Set up a space rocket roleplay area</li><li>Add torches to reading cave with bats, Owls etc.</li><li>Create small world habitat with nocturnal animals</li><li>Enhance home corner to be baby bears house- fireplace, lights off, slippers, pajamas etc.</li><li>Enhance water area with objects which float and sink, sorting hoops, I prediction recording sheets.</li><li>Create dark corner with torches and illuminous toys to explore.</li><li>Create opportunities for shadow play e.g. smart board, lights etc</li></ul>	<ul style="list-style-type: none"><li>Set up small world dinosaur tough tray</li><li>Sorting dinosaurs into two groups using large hoops</li><li>Hide the large dinosaur outdoors and children have to go and find him</li><li>Frozen eggs investigation area</li></ul>	<ul style="list-style-type: none"><li>Add clipboards and scavenger hunt to outdoors</li><li>Add flowers to different parts of playground</li><li>Create planting area and add seeds, compost, watering cans.</li><li>Add carnation flowers and celery to investigation area to observe how they drink.</li><li>Butterfly life cycles</li><li>Art- labelling parts of the plant</li><li>Can we build a hidey home outside? Add twigs, leaves etc</li><li>Add different plants and flowers to classroom e.g. investigation, art area for close observation</li></ul>	<ul style="list-style-type: none"><li>Display a globe and world map</li><li>Display photographs of children and families on holiday</li><li>Add different maps to small world, small construction and book areas</li><li>Enhance small construction area with maps of local area.</li><li>Enhance home corner with suitcases, bags, holiday clothes etc.</li><li>Add images of places around the world to home corner. Where would you like to visit?</li><li>Add small world airport</li><li>World climate</li><li>Learning simple greetings in different languages</li><li>Can children construct models of buildings and landmarks around the world?</li><li>Share the story ‘Michael Recycle’</li></ul>

Expressive Arts and Design						
Specific Knowledge and Skills						
Development Matters						
	<ul style="list-style-type: none"> <li>Construct <b>simple structures</b> and models using a range of materials.</li> <li>Create art in different ways on a theme, to express their ideas and feelings.</li> <li>Cut, <b>tear, fold and stick</b> a range of papers and fabrics.</li> <li>Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices.</li> <li>Explore, build and play with a range of resources and construction kits with wheels and axles.</li> <li>Represent different parts of the human body from observation, imagination or memory with attention to some detail.</li> <li>Select appropriate tools and media to draw with.</li> <li>Sing <b>well-known songs</b> and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Use primary and other coloured paint and a range of methods of application.</li> <li>Use writing to communicate thoughts, ideas, experiences and events.</li> </ul>	<ul style="list-style-type: none"> <li>Construct <b>simple structures</b> and models using a range of materials</li> <li>Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.</li> <li>Perform songs, rhymes, poems and stories with others ( <a href="#">traditional tales T4W</a>, <a href="#">nativity, music session</a>)</li> <li><b>Cut, tear, fold and stick</b> a range of papers and fabrics.</li> <li>Listen to a variety of music and talk about how it makes them feel.</li> <li>Invent, adapt and recount narratives and stories with adults and peers.(<a href="#">Retell stories and narratives through role play and small world play, using some key vocabulary. Three Billy Goats Gruff, Little red hen</a>)</li> <li>Draw with different types of line include thick, thin, straight, zigzag, curvy and dotted.</li> <li>Explore and create using a wide range of materials and components e.g. junk materials, construction kits, textiles and ingredients.</li> <li>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.</li> <li><b>Talk about stories</b> that have been read to them and retell them through role play and small world play.</li> <li>Share their creations, explaining the processes they have used.</li> </ul>	<ul style="list-style-type: none"> <li>Construct <b>simple structures</b> and models using a range of materials.</li> <li>Create <b>art in different ways</b> on a theme, to express their ideas and feelings.</li> <li>Understand that different types of art include <b>painting, drawing, collage, textiles, sculpture and printing.</b></li> <li>Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.</li> <li>Explore, build and play with a range of resources and <b>construction kits with wheels and axles.</b></li> <li>Learn and sing songs and rhymes as part of a larger group</li> <li>Listen to a variety of music and talk about how it makes them feel. ( <a href="#">space music</a>)</li> <li>Listen to a variety of music and talk about how it makes them feel.</li> <li>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>Select appropriate materials when constructing and making. ( <a href="#">paper mache planets, moon surfaces, rockets</a>)</li> <li>Select appropriate tools and media to draw with to create different types of line e.g. curvy, thick, thin.</li> <li>Use primary and other coloured paint and a range of methods of application.</li> </ul>	<ul style="list-style-type: none"> <li>Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences</li> <li>Make use of props and materials when roleplaying characters in narratives and stories.</li> <li>Draw or paint a place from observation or imagination</li> <li>Learn and sing songs and rhymes as part of a larger group.</li> <li>Make simple prints using a variety of tools, including print blocks and rollers.</li> <li>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>Observe how activities are going and adapt their ideas if necessary.</li> <li>Select appropriate tools and media to draw with using charcoal, pencil and ink</li> <li>Share their creations with others, explaining their intentions and the techniques and tools they used.</li> <li>Use primary and other coloured paint and a range of methods of application.</li> <li>Use writing to communicate thoughts, ideas, experiences and events.</li> <li>Test their ideas</li> </ul>	<ul style="list-style-type: none"> <li>Create art in different ways on a theme, to express their ideas and feelings.</li> <li><a href="#">Different types of art include painting, drawing, collage, textiles, sculpture and printing.</a></li> <li>Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.</li> <li>Draw or paint a place from observation or imagination</li> <li><a href="#">A painting of a place is called a landscape.</a></li> <li>Explore artwork by famous artists and talk about their likes and dislikes.</li> <li>Explore significant products.</li> <li>Learn and sing songs and rhymes as part of a larger group.</li> <li>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li><a href="#">Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.</a></li> <li><a href="#">Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.</a></li> <li><a href="#">Use primary and other coloured paint and a range of methods of application.</a></li> </ul>	<ul style="list-style-type: none"> <li>Construct simple structures and models using a range of materials.</li> <li><a href="#">Different materials have different properties and can be used for different purposes.</a></li> <li>Create art in different ways on a theme, to express their ideas and feelings.</li> <li><a href="#">Different types of art include painting, drawing, collage, textiles, sculpture and printing.</a></li> <li>Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.</li> <li>Learn and sing songs and rhymes as part of a larger group.</li> <li>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools</li> <li><a href="#">Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.</a></li> <li>Use natural materials and loose parts to make 2-D and 3-D art.</li> <li><a href="#">Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.</a></li> <li>Use writing to communicate thoughts, ideas, experiences and events.</li> <li>Use writing to support their play.</li> </ul>

Expressive Art and Design	<p>Teach children how to use the Art and DT AOP</p> <p><b>Drawing and painting</b> Drawing pictures of family Collage self portraits colour mixing using palettes painting rainbows Conker rolling</p> <p><b>Collage</b> Self portraits- combining media and materials Leaf man collage pictures</p> <p><b>Artist-</b> Leaf Man</p> <p><b>Sculpture</b> Using construction kits Building models of homes using junk materials and wooden blocks.</p> <p><b>Role-play</b> Home corner Week 3- Teddy hospital</p> <p><b>Small world-</b> Dolls House Small world people who help us</p> <p><b>Music-</b> Charanga Add Nursery rhymes to indoor and outdoor music areas</p>	<p><b>Drawing and painting</b> Drawing pictures of the characters e.g. story maps or wanted posters</p> <p><b>Sculpture</b> Building bridges, castles using junk materials, wooden blocks.</p> <p><b>Roleplay-Grandmas Cottage?</b> Outdoor building site ( Three Little pigs themed)</p> <p>Retell traditional stories using Pie corbett actions</p> <p><b>Music-</b> Nativity Teach fairy tale songs e.g When Goldilocks went to the house of the bears.</p>	<p><b>Drawing and Painting</b> Sky Painting Pictures of nocturnal animals Night owls- light and dark</p> <p><b>Collage</b> . Moon surface collages</p> <p><b>Sculptures</b> Creating rockets using junk materials and wooden shapes Using a construction kit to build moon buggies</p> <p><b>Role-play</b> Baby bears cottage- themed home corner ( whatever next)</p> <p>Space/ A visit to the Moon</p> <p><b>Music</b> Lullabies</p>	<p><b>Drawing and painting</b> Drawing snail patterns with different types of lines Creating prints e.g. dinosaur footprints Painting pictures of dinosaurs using different textures Dinosaur rubbings</p> <p><b>Artist-</b> Pop art volcanos Andy Warhol ( using pastels, charcoal etc)</p> <p><b>Sculptures</b> Using clay to create fossils Use natural materials to create 2D and 3D art Moving dinosaurs e.g. junk modelling, split pins Model dinosaurs</p> <p>Music – Charanga Dinosaur songs Turtle song Roleplay</p> <p><b>Small world</b> Dinosaur Island Going on a dinosaur hunt/ Dino safari</p>	<p><b>Drawing and painting</b> Observational drawings of plants, flowers and trees using a range of media Shades of yellow</p> <p><b>Artist-</b> Gustav Klimt Kandinsky, Emily Nolde</p> <p><b>Sculptures</b> Crop protectors Design and make a sun hat Construct a home for a minibeast</p> <p><b>Collage</b> Making collage pictures of plants and flowers using a range of media Pressed flower patterns Sun art</p> <p><b>Music</b> – Charanga Garden / Minibeast songs and rhymes e.g. Theres a tiny caterpillar on a leaf, Mary, Mary.</p>	<p>Drawing and painting animals from around the world Observational drawing of fruit ( Handa’s Surprise)</p> <p><b>Patterns-</b> Aboriginal art</p> <p><b>DT/Sculptures</b> Constructing vehicles using kits and junk materials Constructing buildings from around the world using wooden shapes and / or junk materials</p> <p><b>Collage</b> Transitional art- Earth collages Tiger art Fruit collages ( Handa’s Surprise)</p> <p><b>Role-play</b> Enhance home corner with suitcases, bags etc Building a roleplay boat, plane outdoor Going on safari themed roleplay/explorers</p> <p>Music- Charanga</p>
---------------------------	--	--	--	---	--	--

## Early Learning Goals – for the end of the year – holistic / best fit Judgement

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