



St Anne's Reception Curriculum Plan (Cycle 1)

'Mission Statement'

At St. Anne's, we aim to be a caring, Christian school, within the community, where everyone is respected and valued.
To be a school where all individuals are encouraged to build on their strengths and aspire to be the best they can.

School Christian Values

At St Anne's our Christian Values underpin all that we do. They are reflected in the daily life of the school and our relationships with others.

Over Arching Principles of EYFS

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

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

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

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

PLAY: *At St Anne's CE Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve*

children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'

EYFS Team

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

	Respect	Thankfulness	Hope	Love	Forgiveness	Faithfulness
Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes (These themes may be adapted at various points to allow for children's interests to flow through the provision)	Magical Me My Body Skeletons Senses My Family Harvest Autumn Season	Let's Celebrate Bonfire Night Diwali Hannukah Nursery Rhyme Week Christmas	Are We There Yet? Water Transport Air/space Transport – Land Transport Chinese New Year Winter Season	Heroes and Villains Police Fire Dr's/Nurses RSPCA, RNLI - Fictional Superheroes Spring Season	Amazing Animals Minibeasts Farm Zoo Pets Eid Summer Season	Roots Shoots and Muddy Boots Seasons Plants/Flowers Growing Food Weather Forest School

Prime Areas of Development



Communication and Language

The development of children’s language underpins all seven areas of their learning and development. We aim to provide opportunities for them to have high quality interactions with both adults and peers throughout the day in a language rich environment, whilst continually introducing new vocabulary and providing opportunities for them to use and embed new words in a range of contexts. Children will be read to daily and opportunities given to them to engage them actively in stories, rhymes, poem and non-fiction texts.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE time, stories, singing, speech and language interventions, collective worships and weekly interventions.</p> <p>Daily story time</p>	<p>Settling in activities Making friends Children talking about experiences that are familiar to them This is me! Rhyming and alliteration Familiar print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day.</p>	<p>Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Using language well Ask how and why questions... Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>

Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. We aim to provide children with strong, warm and supportive relationships with adults which will enable children to learn how to understand their own feelings and feelings of others. Our children will be supported to manage their emotions, develop a positive sense of self, set themselves simple, achievable goals and have confidence in their own abilities. With support the children will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Our children will also learn to make good friendships, share, take-turns and resolve conflicts peacefully.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SCARF TOPICS (PSHE)	<p style="text-align: center;">Me and My Relationships All</p> <p style="text-align: center;">about me What makes me special Me and my special people Who can help me? My feelings My feelings (2) My</p>	<p style="text-align: center;">Valuing Difference</p> <p style="text-align: center;">I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend</p>	<p style="text-align: center;">Keeping Myself Safe</p> <p style="text-align: center;">What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p>	<p style="text-align: center;">Rights and Responsibilities</p> <p style="text-align: center;">Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe</p>	<p style="text-align: center;">Growing and Changing</p> <p style="text-align: center;">Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep</p>	<p style="text-align: center;">Being my Best</p> <p style="text-align: center;">Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys</p>

Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. We will provide opportunities for play both indoors and outdoors with adults supporting children to develop their Gross motor skills and core strength, stability, balance, spatial awareness, co-ordination and agility. Fine motor control and precision helps with hand-eye co-ordination which is later linked to Literacy and there will be opportunities to explore and play with small world resources, puzzles, arts, crafts and to opportunities to use small tools.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	<p>Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p style="text-align: center;">PE Sessions</p>	<p>Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options</p> <p style="text-align: center;">PE Sessions</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music -Gymnastics. / Balance</p> <p style="text-align: center;">PE Sessions</p>	<p>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> <p style="text-align: center;">PE Sessions</p>	<p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music</p> <p style="text-align: center;">PE Sessions</p>	<p>Races / team games involving gross motor movements Dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics. / Balance</p> <p style="text-align: center;">PE Sessions</p>
Fine Motor	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with</p>	<p>Threading, cutting, weaving, playdough Develop muscle tone to put pencil pressure on</p>	<p>Threading, cutting, weaving, playdough Begin to form letters correctly Handle tools,</p>	<p>Threading, cutting, weaving, playdough Hold pencil effectively with comfortable grip</p>	<p>Threading, cutting, weaving, playdough Develop pencil grip and letter formation</p>	<p>Threading, cutting, weaving, playdough, Form letters correctly Copy a square</p>

Skills	good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation	objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Forms recognisable letters most correctly formed	continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, like a circle Draw a cross	Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
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Specific Areas of Development



Literacy

We feel it is crucial for all children to develop a life-long love of reading. Reading consists of two dimensions – language comprehension and word reading. We aim to promote and develop this by talking with the children about the world around them and the books (stories and non-fiction) that we share together, enhanced with songs, rhymes and poems.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word Reading Phonics Play will be used for phonics lessons in conjunction with Jolly Phonics actions. Children will receive home reading books matched to their ability and regularly assessed to ensure	Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their	Blend sounds into words, so that they can read short words made up of known letter. Blending CVC sounds, Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words	Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with digraphs/trigraphs, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for	Story structure- beginning, middle, end. Innovating and retelling stories to an audience, engaging with non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they	Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Transition work with Year 1 staff

they are practising the necessary skills.	developing phonic knowledge	such as 'the' and 'said', help children identify the sound that is tricky to spell.	children to read words containing familiar letter groups.	know: 'rabbit', 'himself', 'jumping'.		
Writing	<ul style="list-style-type: none"> Name writing Mark making Initial sounds CVC words <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds. Use initial sounds to label characters / images.</p>	<ul style="list-style-type: none"> Mark making Labels Character descriptions Name writing <p>Labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell. Sequence the story</p>	<ul style="list-style-type: none"> Fact files Labels and captions Speech bubbles Simple sentences <p>Writing some of the tricky words such as to, the, no, go. Writing CVC words, Labels using CVC. Guided writing based around developing short sentences in a meaningful context. Create a simple story board (with adult scribe if required).</p>	<ul style="list-style-type: none"> Speech bubbles Story predictions Describe characters Diary (for non-fiction) <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Character descriptions. Write 2 sentences (with adult support as required)</p>	<ul style="list-style-type: none"> Labels and captions Recount Story (B, M & E) Describe characters <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.</p>	<ul style="list-style-type: none"> Write facts Write a postcard/diary Recount Story (B, M & E) <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description</p>
Comprehension	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print. Sequencing familiar stories through the use</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images Sequence story – use vocabulary of beginning, middle and end.</p>	<p>Making up stories. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and,</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of</p>	<p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/</p>	<p>Draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and</p>

	of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary.	Enjoys an increasing range of books.	where necessary, a few exception words. Read a few common exception words. Make the books available for children to share at school and at home. Stories from other cultures and traditions. Parents reading stories	books. They develop their own narratives and explanations by connecting ideas or events.	event / setting in a story. May include labels, sentences or captions. Role play area – book characters Pajamarama Day	reactions. Make predictions Beginning to understand difference between non-fiction and fiction. Can name parts of a book. Sort books into categories.
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Mathematics

We believe that it is crucial that children develop a strong grounding in number so that all children develop the necessary building blocks to excel mathematically. Our aim is to achieve all the children counting confidently and develop a deep understanding of the numbers to 10 by providing daily and varied opportunities to build on their learning. Our curriculum will also include rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Counting rhymes and songs. Classifying objects based on one attribute. Matching equal and unequal sets. Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Recognise, describe,	Number recognition. 2D shapes. Count up to six objects. One more or one fewer Order numbers 1 – 7 Addition and subtraction within 7 Explore addition and subtraction Estimate, order compare, discuss and explore capacity, weight	Describe, and sort 2-D & 3-D shapes Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking	Count up to 15 objects and recognise different representations Order and explore numbers to 15 One more or fewer Counting and sharing in equal groups Relationship between grouping and sharing	Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns Addition and subtraction within 10 Explore addition and subtraction Compare two amounts Relationship between doubling and halving Coin recognition and values Combinations to	Depth of numbers within 20 Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards Numbers within 20

	copy and extend colour and size patterns. Count and represent the numbers 1 to 5 Estimate and check by counting. Recognise numbers in the environment. A number a week.	and lengths Describe position accurately Days of the week, seasons	away Days of the week, seasons	Doubling and halving & the relationship between them Days of the week, seasons	total 10p Change from 10p Describe Capacities Compare Volumes Compare Weights Estimate, compare and order lengths Sequence daily events	One more one less Estimate and count Grouping and sharing
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Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. Our aim is to introduce the children to different occupations, meet our other faith visitors, celebrate various cultural events, and participate in trips outside of the nursery setting. We will also build on their knowledge through books, and listening to stories which represent our cultural, social and diverse world that we live in.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. History/Geography -Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons	History -Can talk about what they have done with their families during Christmas' in the past. History -Show photos of how Christmas used to be celebrated in the past. Geography -Use world maps to show children where some stories are based.	Literacy -Listening to stories and placing events in chronological order. Geography -Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Science/Geography -Create opportunities to discuss how we care for	Introduce children to different occupations and how they use transport to help them in their jobs. Talking about occupations and how to identify strangers that can help them when they are in need. Science/Geography -Introduce the children to recycling and how it can	Stranger danger (based on Jack and the beanstalk). Science -Learn their names and label their body parts. Science/Geography -Listen to children describing and commenting on things they have seen whilst outside, including plants and animals Science/Geography -	Geography -Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Geography -Discuss how they got to school and what mode of transport they used. Introduce the

	<p>between other families. Name and describe people who are familiar to them. Literacy-Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Geography-Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas.</p> <p>History-Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations</p> <p>History-Our Families Substantive (First Order) Concept: Childhood</p>	<p>Geography-Use the Jolly Christmas Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p>Geography- Share different cultures versions of famous fairy tales.</p> <p>Literacy-To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives</p> <p>History-Houses and Homes Substantive (First Order) Concept: Civilisation</p>	<p>the natural world around us.</p> <p>Science- forces, floating and sinking- introduce children to different objects. What are they made out of, do they float or sink?</p> <p>Science-/History - space-introduce children to different planets-planet song-different astronaut's that have been to space-who they are and what they did in space</p> <p>History-Transport Substantive (First Order) Concept: Trade</p>	<p>take care of our world.</p> <p>History-Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born</p> <p>History-Teachers and Police Substantive (First Order) Concept: Justice and Equality</p>	<p>After close observation, draw pictures of the natural world, including animals and plants.</p> <p>Science-Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons. Geography- Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel'</p> <p>Geography-Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Science- Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p>children to a range of transport and where they can be found.</p> <p>Geography-Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Geography-Use bee-bots on simple maps.</p> <p>Geography- Encourage the children to use navigational language</p> <p>Geography- Can children talk about their homes and what there is to do near their homes?</p> <p>Art/DT-Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to</p>
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					<p>Science-Look for children incorporating their understanding of the seasons and weather in their play. Use the BeeBots</p>	<p>draw comparisons.</p> <p>Geography- Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Geography-Introduce the children to the oceans</p> <p>History-Introduce children to significant figures who have been to sea and begin to understand that these events happened before they were born.</p> <p>Geography-Can children differentiate between land and water.</p> <p>History-People who lead us- Headteacher Substantive (First Order) Concept: Leadership</p>
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Expressive Arts and Design

We aspire to developing children's artistic and cultural awareness which supports their imagination and creativity. Regular opportunities to engage with the arts and explore and play with a wide range of media and materials is essential for developing their understanding, self-expression, vocabulary and ability to communicate.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Music-Join in with songs; Art-beginning to mix colours, join in with role play games and use resources available for props; DT-build models using construction equipment. Music-Sing call-and-response songs, so that children can echo phrases of songs you sing. Art-Self-portraits, take picture of children's creations and record them explaining what they did. Music-Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to</p>	<p>Music- Listen to music and make their own dances in response. Art- Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems Literacy-The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role play party and Celebrations Role play of the nativity. Fire brigade small world and role play dress up Sock puppet making</p>	<p>Art/DT-Children will be encouraged to select the tools and techniques they need to assemble materials that they are using-making different types of transport-car, train, aeroplane, boats. Art/DT-Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets DT-Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Superhero masks. Art-Make different textures; make patterns using different colours Pastel drawings, printing, patterns on Easter eggs, life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Art-Creating outer of space pictures DT-Provide children with a range of materials for children to construct with.</p>	<p>Science/Art-Children will explore ways to protect the growing of plants by designing scarecrows. Art-Collage-farm animals making animal homes. Art/Science-Artwork themed around Eric Carle / The Seasons Provide a wide range of props for play which encourage imagination</p>	<p>Art/DT-Design and make rockets. Art/DT-Design and make objects they may need in space, thinking about form and function. Music-Learn a traditional African song and dance and perform it / Encourage children to create their own music. DT-Junk modelling, houses, bridges boats and transport.</p>

	develop and realise creative ideas.					
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Red Rose Phonics



Children entering Phase 2 will continue to build on the foundations from Phase 1. They should have experienced a wealth of speaking and listening activities, including songs, stories and rhymes, alongside oral blending and segmenting. The purpose of Phase 2 is to teach 23 GPCs with single letter graphemes and some digraphs, with application into reading and writing. Explicit teaching focuses on the recognition of GPCs alongside oral blending and segmenting, and application into reading and writing words and sentences. Children will also be taught how to read and spell 6 tricky words with automaticity of reading tricky words being essential.

Children entering Phase 3 will build on the learning from Phase 2. They should have secured recognition of 23 GPCs and 6 tricky words with application into reading of words and sentences, and decodable texts with VC and CVC words. They should also be applying known GPCs and tricky words from Phase 2 when writing on whiteboards, with pencil and paper, or using magnetic letters.

Children entering Phase 4 will build on the learning from Phases 2 and 3. The purpose of Phase 4 is to explicitly teach oral blending and segmenting, blending for reading and segmenting for spelling using adjacent consonants within CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations, and polysyllabic words containing Phase 2 and 3 graphemes. Children will apply this learning when reading decodable texts alongside writing words and sentences.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Phase 2	Phase 2	Phase 3	Phase 3	Phase 3/4	Phase 4/consolidation

Parental Involvement

We believe in the importance for parents/carers and our school to have a strong and respectful partnership to enable our children to thrive. Every family is unique and it is crucial that we get to know every child and their family, value them, and understand them. By sharing information and working in a co-operative partnership we are then able to support parents and their children through their early years.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meet the teacher day Part time start Parents Evening Using Evidence Me to share observations Stay and play session?	Stay and Play session? Using Evidence Me to share observations Watching the nativity Opportunities for parents to share information in the mornings Phonics and Early Reading Workshop	Stay and Read session Using Evidence Me to share observations from home Opportunities for parents to share information in the mornings	Number Fun session for parents to join in Using Evidence Me to share observations from home Opportunities for parents to share information in the mornings	Stay and Play session for parents to join in Using Evidence Me to share observations from home Opportunities for parents to share information in the mornings	Parents picnic? Sports Day Using Evidence Me to share observations from home Opportunities for parents to share information in the mornings

Assessment Opportunities

Ongoing formative assessments are made throughout each session on the children. Assessment is about noticing what the children can do and what they know and extending their learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Analyse Nursery Assessments Playing alongside children in provision In-house - Baseline data on entry	Phonic intervention groups Phonics assessment (end of Phase 2) Gross/fine motor skills intervention	Phonic intervention groups Phonics assessment (Phase 2/3) Gross/fine motor skills intervention	Phonic intervention groups Phonics assessment (Phase 2/3) On-going formative assessments	Phonic intervention groups Phonics assessment (Phase 2/3) On-going formative	Phonic intervention groups Phonics assessment (Phase 2/3/4) On-going formative assessments

	National Baseline data within first 6 weeks Set up Evidence Me Tracker Hub	On-going formative assessments Tracker for end of autumn term? Tracker Hub	On-going formative assessments Tracker Hub	Tracker for end of spring term? Tracker Hub	assessments Tracker Hub	Tracker for end of summer term? Tracker Hub
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Cultural Diversity



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Open the Book – bible story - weekly	Open the Book – bible story - weekly Diwali – Festival of Light (November) Black History Month Hanukah Christmas	Open the Book – bible story - weekly Chinese New Year (January)	Open the Book – bible story – weekly St Patricks Day (March) Easter	Open the Book – bible story - weekly Ramadan – Eid (May)	Open the Book – bible story - weekly

British Values

	Mutual Respect, tolerance of different faiths and beliefs	Rule of Law	Individual Liberty	Democracy	Recap all British Values
	We will learn about our own surroundings and beyond, celebrate National celebrations, share experiences with others, identify differences and similarities	We will talk about why rules are needed to keep people safe and	We will encourage children to ask questions and value their questions and	Children will be given opportunities to make choices, building up	

	between other people and themselves and create an inclusive environment	happy. Learn what is right and wrong and include the children in making class rules	opinions. We will provide opportunities to take on challenges, roles and responsibilities. Children will be given opportunities to develop and follow their own ideas and interests	independence skills and sharing ideas. Freedom to make mistakes without judgement and ensuring that their opinion counts	
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Curriculum Enrichment



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Autumn walk and what it is like in Autumn Harvest Time Birthdays Favourite Songs What do I want to be when I grow up? Video for parents.	Remembrance Day Bonfire in Forest School Anti-Bullying Week (Odd Socks Day) Christmas songs round the campfire Visit from Santa?	Winter walk and what it is like in winter How the season has changed from autumn to winter Chinese New Year celebrations Weather experiments Weather forecast Father's Day Valentine's Day	Spring walk to look at what it is like in the spring St Patrick's Day Shrove Tuesday/Ash Wednesday Easter time Mother's Day Easter egg hunt Dress up as a superhero Firefighter - visit?	Nature Scavenger Hunt Going on a Bear Hunt. Planting seeds Caterpillars? Habitats	Summer walk to look at what it is like in the summer Finding the treasure using the map Spending the day with year 1 teacher

Quality Texts



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me	Let's Celebrate	Are We There Yet?	Heroes & Villains	Amazing Animals	Roots, Shoots and Muddy Boots
Weekly Books	Boris' body Funny Bones Daisy's Dragons-a story about feelings Owl Babies Enormous Turnip Peace at Last My Mum and Dad make me laugh	Sparks in the sky (Twinkl) Diwali -Light a lamp The Nativity Story Jolly Christmas Postman How to catch a star Santa's Busy Night Scarecrows Wedding	Mr Gumpy's Outing Whatever Next The Train Ride Dragons in the City (Twinkl) The Toy Boat Handas Surprise	Burglar Bill Supertato Elliot Midnight Superhero Mr Men Easter story Superworm The Runaway Pancake	The Hungry Caterpillar Rameena's Ramadan Dear Zoo Rumble in the Jungle A Squash & A Squeeze Monkey Puzzle	The Tiny Seed (Eric Carle) Oliver's Vegetables Sam's Sunflower Lola plants a garden Jaspers Beanstalk Bog baby
Others	My first day at School Tiger has a tantrum Elephant learns to Share So much (Espresso)	Mega Magic Hair Swap (Black history) Bonfire Night Nursery Rhymes Dipal's Diwali (Twinkl E-book)	The Great Race (Chinese New Year) The Naughty Bus Aliens love underpants Rosie's Walk	Spot's First Easter A visit to the vets Little Red Riding Hood How to catch a Leprechaun	What the Ladybird Heard The Very Busy Spider The Tiger who Came to Tea	Summer books (non-fiction) Kenya (non-fiction) Jim and the beanstalk

	We are all different (Twinkl E-book) Only one You You Choose	Diwali Story Book	The Jumblies Harold the Helicopter Amazing Airplanes	Rhinos don't eat pancakes A day at the Police Station	Dinosaurs love underpants Where's my Ted	Stick Man
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Links to National Curriculum Subjects

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. Listed below are how the skills are taught across EYFS and feed into national curriculum subjects.

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding</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>ELG: Self-Regulation</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</p>	<p>ELG: Gross Motor Skills</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>ELG: Comprehension</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</p>	<p>ELG: Number</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</p>	<p>ELG: Past and Present (History)</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</p>	<p>ELG: Creating with Materials</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</p>

<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</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>appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</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>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p>	<p>ELG: Fine Motor Skills</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>stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</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>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing</p>	<p>10, including double facts.</p> <p>ELG: Numerical Patterns</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>read in class and storytelling.</p> <p>ELG: People, Culture and Communities (Geography)</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>ELG: The Natural World (Science)</p>	<p>characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</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>
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	<p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>		<p>the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</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>	
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Characteristics of Effective Learning						



Playing and Exploring -

Finding out and exploring

What areas / activities are they drawn to? Do they prefer to work in a group / alone? Do they initiate activities themselves or join in an existing one with a group? Do they think aloud describing what they do?

Using what they know in their play

In play do they draw on experiences from home / outside school? Do they act out situations in the role play area? Are they confident in finding tools, materials and resources they need for a particular project or idea?

Being willing to have a go

Levels of persistence – do they give up at first hurdle or keep trying? Are they eager to try new ideas or do they stay with what they are familiar with? Are they able to talk about / review what they've done if things haven't worked? Do they work best with continual support or prefer to get on with activities themselves?

Active Learning -

Being involved and concentrating

Do the children keep focused on a self-initiated activity for a long period of time? Are they concentrating and involved in the activity without being distracted? Do they show care with what they're doing? Do they demonstrate concentration through silence or thinking aloud?

Keeping on trying

Do children show persistence – not giving up even if it means starting again? Do they ask for help / support if they need it? Do they discuss solutions for challenges with peers / adults or work things through themselves?

Creating and thinking critically –

Having their own ideas

Do they try something different rather than follow what someone else has done? Do they address a problem with a strategy? Retaining independence – not asking for support even if it takes longer to achieve the outcome

Using what they already know to learn new things

Do they understand patterns and predictability of events? Talks about / explains how their process links to a previous experience. Do they draw upon knowledge or experiences not immediately related to their activity?

Choosing ways to do things and finding new ways

Are they confident in using a 'trial; and error' approach and talking about why some things do / don't work
Choosing different ways of approaching activities and adapting if it doesn't work

