

Perryfields Primary School EYFS Curriculum

Intent:

To support children to develop the key life skills independence; confidence; articulacy; innovation; creativity; enquiry; analysis and problem solving whilst making learning fun and encouraging a love of learning.

Why is Early Years so important?

Early Years is so important in giving children the foundations they need for their future. It is a time where children make and establish important relationships that will set them off on their education journey. Early Years is also the time when key communication and language skills are developed as well as early literacy and maths skills and the physical and social skills they are going to need. They develop core skills through their interactions with others and their environment. Play In the Early Years is vital in developing these skills and encouraging an enquiring mind and a love of learning.

What Early Years looks like at Perryfields Primary School?

At Perryfields, children encounter opportunities to be creative, to be curious, to try things out and to develop their independent and confidence in a safe, fun, engaging environment. We believe that children learning best through practical, hands-on experiences and interactions with their environment and that play provides children with the opportunities to consolidate and extend skills and concepts learnt. Our curriculum involves a mixtures of child initiated and teacher led tasks. Our staff are skilled play partners, teaching the children through planning in the moment (teaching the children their next steps and reinforcing and supporting them in their learning). We provide a rich stimulating and varied environment in which our children develop their own learning, interest and play. Children have access to different provision areas and we value the importance of our outdoor environment, believing that it offers children the opportunity to develop thinking and problem solving skills. Our curriculum is loosely planned so we have the opportunity to plan children's interests.

Examples of learning at Perryfields Primary School:

Key skills are introduced, developed and extended. Teacher time activities include phonics, maths, handwriting (kinetic letters), theme and story time, this covers all seven areas of learning through many different experiences and tasks. Skills are also introduced and developed during out discovery time (Child Initiated) when children can independently access our different provision areas and enhancements (investigations, role-play, reading, writing, etc.) Children experience many things for the first time and develop their skills and interests. They go on local trips through our seasonal walks and trips to the library. They participate in special events and activities such as Diwali, Eid, Chinese New Year, the Nativity Play and Easter activities.

Texts and Themes

Our curriculum is based around high quality texts of all different genres. These themes rotate in a cyclical fashion. Each time they are revisited, depth is added to the children's knowledge and understanding. **Note: Our themes may change according to child interest.**

Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
<ul style="list-style-type: none"> • Super Duper You! • So much! • Enormous Turnip • Goldilocks and the three bears • Autumn - Poems 	<ul style="list-style-type: none"> • Diwali/Eid- • Bonfire Night Non-Fiction • Owl Babies • Giraffes can't dance • Stickman • Stanley's Stick • Christmas – Nativity Story 	<ul style="list-style-type: none"> • Colour Monster • Bear Hunt • Hungry Caterpillar • Chinese New Year – Non-Fiction • Pancake Poem • Jack Frost 	<ul style="list-style-type: none"> • Sunflower – Non-fiction • A Tiny Seed • Spring – Poems • Jack and the beanstalk • Easter Story 	<ul style="list-style-type: none"> • Martha Maps it Out • Firefighter: Non-Fiction • Police: Non Fiction • Nurse/Doctors: Non-Fiction • A shop keeper/a librarian: Non-fiction • The Three Little Pigs • Summer – Poems 	<ul style="list-style-type: none"> • A.Wolf • The proudest blue • Whatever Next • My People: Neil Armstrong • Handa's Surprise • Ruby's worry
<p>Themes: Me, My Family, Traditional Tales (growing in Autumn), and traditional tale linked to families.</p>	<p>Themes: Celebrations (Diwali, Bonfire Night, Christmas), Nocturnal/diurnal animals, tolerance, and Sticks.</p>	<p>Themes: Me and my emotions, celebrations (Pancake Day), maps in books, Winter and the life cycle of a caterpillar</p>	<p>Themes: Life Cycle of a Sunflower (compare to caterpillar), the life cycle of a flowering plant, Spring, traditional tales, celebrations (Easter).</p>	<p>Themes: My local community and maps, people in our community (doctors, police, firefighters, shop keepers, librarian, builders). Traditional tales</p>	<p>Themes: A traditional tale with a twist (innovation), writing our own traditional tales, Celebrations (Eid), Space, Comparison of our local community to Luo tribe in South-west Kenya, transition.</p>

“A child who is read to will have an inner kingdom of unicorns, talking spiders and a knife that cuts into other worlds”.

Pie Corbett

In addition to this we ensure we read the Pie Corbett Reading Spine in our daily story time and any books of interest that the children may have. The books for the 4–5 age group build on ones read in Nursery/pre-school. They still mainly use patterned language, but begin to have a stronger emotional connection with the reader. There is also plenty to discuss and to wonder about. Many of them lend themselves to retelling and creating new versions or further adventures featuring the same characters.

Pie Corbett Reading Spine:



Skills and Knowledge Progression

Each child will be at different stages of development. It is imperative all staff have a really good understanding of child development and how to successfully move each 'unique child's' learning forward. The progression document is a guide to ensure ALL practitioners have the highest of expectations of our children at Perryfields.

Communication and Language

Children are screened using WellComm. Each child will receive WellComm intervention according to their stage of development (See Medium Term WellComm Plan).

	Autumn	Spring	Summer
<p>Communication and Language:</p> <p>Listening, Attention and Understanding.</p>	<p>Follow directions when not involved in an activity.</p> <p>Responds to simple instruction (e.g. get up, put this away).</p> <p>Understands the use of different objects (scissors for cutting, pencils for writing).</p> <p>Shows understanding of prepositions (under, on top, behind) by carrying out an action.</p> <p>Begins to understand how and why questions.</p> <p>Follow a single instruction when asked.</p> <p>Answer recall questions about stories and fact files.</p> <p>Listen to what others say and answer questions.</p> <p>Respond to a 2 part instruction.</p>	<p>Listens to others when they share their learning and ask appropriate questions.</p> <p>Follow a story without pictures or props.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for a short span.</p> <p>Predict what might happen next in a story.</p> <p>Identify patterns to stories – what often happens to the good and wicked characters.</p> <p>Understand humour e.g. nonsense rhymes and jokes.</p> <p>Responds to instructions involving a two-part sequence.</p>	<p>Listens carefully to stories and anticipates key events.</p> <p>Able to listen and respond.</p> <p>Children listen attentively in a range of situations.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Give attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Able to follow instructions involving several ideas or actions.</p> <p>Answer how and why questions about their experience, stories or events.</p> <p>Explain effect (why did it sink? – because it was heavy).</p> <p>Speculate (what if the bridge falls down?)</p>
<p>Communication and Language:</p> <p>Speaking</p>	<p>Joins in with rhymes and key phrases in stories.</p> <p>Able to use 'and, because' to link thoughts.</p> <p>Retell simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Able to explain what is happening and anticipate what might happen next.</p> <p>Use a range of tenses.</p> <p>Able to name objects that are used.</p>	<p>Uses vocabulary linked to learning (word of the day, topic words)</p> <p>Link statements and stick to a main theme or intention.</p> <p>Introduce a storyline into their play.</p> <p>Extends vocabulary especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Join in imaginative play and role-play.</p> <p>Act out scenarios in character.</p> <p>Able to make relevant comments and ask questions.</p> <p>Able to respond to what someone says even when engrossed in another activity.</p> <p>Answer how and why questions about their experiences, stories or events.</p> <p>Express themselves effectively.</p>

	<p>Able to talk about people that are important to them.</p> <p>Use talk in pretending objects stand for something else in play (e.g. This box is my castle).</p> <p>Talk through what they want to do with an adult and sequence the stages together.</p> <p>Use language to imagine and recreate roles and experience in play situations.</p> <p>Uses talk to organise, sequence and clarify thinking ideas, feelings and events.</p>	<p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Use past, present and future tenses when talking about their past or future events.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p>
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Early Learning Goal – Listening, Attention and Understanding

Children at the expected level of development will:

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

Early Learning Goal – Speaking.

Children at the expected level of development will:

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

Personal, Social and Emotional Development

PSED is planned through JIGSAW and in the moment planning.

	Autumn	Spring	Summer
<p>Personal, Social and Emotional Development: Self-Regulation</p>	<p>Looking after our classroom (Weeks 1 and 2). Begin to show respect for living things and the environment. Know where resources are kept and be able to select and use resources. Look after resources to avoid damage. Put resources away after use (prompted). Understand class rules. Confidence: Begin to ask for help when needed.</p>	<p>Colour Monster (getting to know me even better): Recognise different emotions – sadness, happiness, feeling cross, lonely, scared or worried. Begin to know how to manage own feelings (e.g. what to do if feeling angry). Looking after others: Understand and follow class rules consistently. Ask for help when needed.</p>	<p>Having a really good sense of me: Talk about and recognise their own and others feelings and behaviour. Know how to manage their feelings and beginning to use some strategies to achieve this. Can stop and think before acting. Can wait for things that they want. Recognise different ways to find support when needed (peers, adults, books, internet...) Able to stand up for themselves appropriately Able to manage their own behaviour. Anti-bullying week: Understand what bullying is and that it is unacceptable.</p>
<p>Personal, Social and Emotional Development: Managing Self</p>	<p>Confidence: Recognise their own achievements and show/talk about something they are proud of. Talk about home and different activities within discovery time and in a small group. Begin to suggest ideas to make other people feel better if they are sad or cross. Follow routines using the visual timetable. Responsibility: Show responsibility to carry out a simple specific task. e.g. put these scissors back on the shelf. Adapt behaviour to different situations (e.g. quiet voice in the classroom). Health: Begin to recognise that some foods are healthy and some are unhealthy. Independence:</p>	<p>Looking after others: Recognises if another child is upset. Able to comfort another child if they are upset. Compromise: Begin to compromise to resolve disagreements. Confidence: Be able to say what they have done well. Share ideas with the class. Share ideas and interests with a group of children to explain learning. Share own opinions on different subjects. Responsibility: Tidy away effectively with some prompts. Put lids of pens and glue sticks without reminders. Independence:</p>	<p>Confidence: Joins in all new activities and talks about their preference and dislikes. Able to talk to the class or reception cohort about their ideas. Confident to speak to the class. Able to describe their learning and what they can do well. Can explain what they enjoy and what things they are good at and which things they don't find easy. Talk about their plans. Able to evaluate and suggest change. Independence: Able to select appropriate resources for their chosen activity. Are able to say when they do or don't need help. Are able to dress/undress themselves for PE.</p>

	To put my coat on independently. To use toilet independently.	To wash and dry my hands.	
Personal, Social and Emotional Development: Building Relationships	Cooperation and Collaboration: Play collaborative games (e.g. ring games, parachute games). Begin to take turns. Begin to play cooperatively to build a model. Take part in role-play, sharing ideas with other children. Share large toys and resources. Talk positively to other children 'kind words'. Play with different children. Make friends. Initiates play, encouraging peers to join in. Responding to what others say. Initiated conversations with children and familiar adults.	Cooperation Begin and continue conversations, taking turns to speak and listening to what others have to say. Listen to others and answer questions. Know the names of other child within their class. Know the names of other child within reception and know something about each child. Begin to play and work with different children. Take turns and share. Listen to others and ask appropriate questions. Play and work with different children. Consistently take turns and share.	Cooperation Plays cooperatively taking turns and sharing resources. Listens to the ideas of other and gives their own ideas when organising activities. Able to play group games with rules. Able to listen to another child's point of view and recognise that it might be different from theirs. Listen to suggestions of others and make plans without adult help. Able to resolve minor disagreements through listening. Responds to the needs and feelings of others. Able to comfort another child if they are upset.

Early Learning Goal – Self Regulation

Children at the expected level of development will:

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

Early Learning Goal – Managing Self

Children at the expected level of development will:

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

Early Learning Goal – Building Relationships

Children at the expected level of development will:

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

Physical Development

We implemented Kinetic Letters to strengthen our gross and fine motor skills. This is timetabled daily.

	Autumn	Spring	Summer
<p>Physical Development: Gross Motor</p>	<p>Use crates, tyres, tubes to create own structures. Develop movement skills through games with beanbags, cones, balls and hoops. Move in different ways and at different speeds – e.g. stuck in the mud, rolling, kicking Jump with 2 feet together Move under, over and through equipment. Balance on one leg. Change direction when walking. Walk on tiptoes. Roll a ball to a target. Build a tower. Kick a ball.</p>	<p>Catch a ball with hands instead of using arms and body. Hop on one foot. Jump over an object and land with both feet together. Stand on one foot for 10 seconds. Walk backwards heel-toe. Jump forwards 10 times. Be able to balance on a piece of apparatus. Be able to throw and catch a large ball – over arm and under arm. Dance to link in with learning theme. Copy a dance pattern. Link 2 dance movements together.</p>	<p>Kick a ball with control. Catch a small ball using hands only. Hop on one foot. Jump over an object and land with both feet together. Run around obstacles (change direction). Move in a variety of ways (hop, gallop, tiptoe, jump) including in and out of obstacles (cones, etc). Move into space. Can hop confidently. Can skip in time to music. Balance along a bench. Throw and catch a small ball consistently. Run smoothly with arms opposing legs. Run around obstacles while maintaining balance. Jump over an object and land with both feet together. Be able to participate in a game with an opposing side. Be able to control a ball within a game setting.</p>
<p>Physical Development: Fine Motor</p>	<p>Draw lines and circle using gross motor movements. Use a fork. Use scissors to cut roughly around pictures. Complete a simple jigsaw (6 pieces). Can copy some letters, e.g. letters from their name. Thread beads of string.</p>	<p>Button clothes. Draw circle using anticlockwise movements and retrace vertical lines. Form vertical letters correctly. Draw a person Use a paintbrush, pencil and crayon with tripod grasp. Colour inside the lines.</p>	<p>Handle tools effectively (hammer, drill, saw). Use a pencil effectively. Cut out simple shapes. Write numbers 1-10 independently. Use knife and fork for soft foods. Complete a 20 piece jigsaw. Hold paper in position and use preferred hand. Use correct pencil grip. Begin to write on lines. Egin to control letter size. Cut neatly around shapes. Show pencil control. Draw detailed pictures with recognisable objects.</p>

Early Learning Goal – Gross Motor

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Early Learning Goal – Fine Motor

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

We use Colourful Semantics to aid our understanding of stories. We use a DfE approved synthetic phonics scheme called 'Little Wandle'.

	Autumn	Spring	Summer
Literacy: Comprehension	<p>Hear and identify words that rhyme. Develop an awareness of rhythm and rhyme in speech. Join in with stories and poems. Recite rhymes and sing songs. Predict how a story might end. Create alternative endings. Listen with attention and recall to stories. Knows what the title of a book is. Continue a rhyming string. Use puppets, story spoons to retell a story. Create own stories – helicopter stories. Use vocab and forms of speech influenced by experience of books.</p>	<p>Know information can be retrieved from books and electronic devices. Act out and retell stories. Sequence events in a story. Talk about characters in the story. Know what the blurb is. Talk about main settings, events and characters.</p>	<p>Demonstrate understanding of a story – what happens (act out) sequence events. Answer questions to show how and why something happens. Read and understand simple sentences. Describe the main events in stories they have read. Describe the setting. Use story language when retelling stories – once upon a time, one day, happily ever after... Respond to questions about whom what, where, when linked to text and illustrations.</p>
Literacy: Word Reading	<p>Focus: Listening to stories and rhymes, talking about books. Recognise familiar words and signs including own name and advertising logos. Differentiate between text and illustration. Orally blend and segment sounds in words. Know the language of print – letter, word, page, beginning, end, first, last, middle. Hear and say initial sounds in words. Blend VC words using s a t p i n m d g o c k ck e u r h b f l Begin to blend CVC/CVCC words</p> <p>Little Wandle Phonics Autumn 1st Phase 2 Graphemes s a t p i n m d g o c k ck e u r h b f l</p>	<p>Focus: Reading words and sentences. Talking about storylines Links sounds to letters, naming and sounds letters of the alphabet. Read CVC words and simple sentences using Phase 2 sounds. Continue blending CVCC words.</p> <p>Little Wandle Spring 1st Phase 3 Graphemes ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words Tricky Words: as you they my by all are sure pure</p> <p>Spring 2nd Review Phase 3</p>	<p>Focus: reading sentences and building up sight vocab. Consolidate Phase 3 phonics followed by Phase 4. Read CVC words confidently using all phase 3 sounds. Use phonic knowledge to decode regular words. Blend CVCC and CCVC words using all phonemes covered. Say how they feel about what they have read. Recall the main parts in texts in the correct sequence. Talk about the themes of simple texts, e.g. good over evil. Blend words with more than one syllable. Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>Little Wandle Phonics Summer 1st Phase 4 Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC</p>

	<p>Tricky Words: is I the Autumn 2nd Phase 2 Graphemes ff ll ss j v w x y z zz qu ch sh th ng nk Words with –s /s/ added at the end (hats sits) Words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</p>	<p>words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words words with s /z/ in the middle Words with –s /s/ /z/ at the end Words with –es /z/ at the end Tricky Words: Review all taught so far.</p>	<p>Longer words and compound words Words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est Tricky Words: said so have like some come love do were here little says there when what one out today Summer 2nd Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC Words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est Longer words Tricky Words: Revise all through spelling tests.</p>
<p>Literacy: Writing</p>	<p>Focus: Writing letters, words and captions. Hear similarities and difference in sounds (phonemes). Hear and identify words that begin with the same phoneme. Orally segment words e.g. I say ‘cat’. You say ‘c-a-t’. Engage in a variety of mark making. Recognise, copy and write own name. Have ideas about what they would like to write (supported write-write down what they say). Give meaning to the marks as they draw, write and paint. Hear and say the initial sound in words. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Attempt to spell words using phonic words learnt. Begin to write simple labels and captions. Write for a purpose in play e.g. shopping list, role-play signs.</p>	<p>Focus: Writing sentences Begin to form letters correctly. Segment the sounds in simple words and blend them together (phase 2 and phase 3 sounds learnt). Begin to write words and captions with Phase 3 sounds learnt. Begin to use finger spaces. Use a word mat to spell tricky words: the to I no go into Experiment with writing. E.g. leaving a message. Write a list. Begin to write on the line. Attempt to write short sentences in meaningful contexts using all phonic sounds learn. Begin to hold a sentence, counting and writing each word. Say a sentence, write it, read it back and check it makes sense. Begin to use a fullstop. Begin to use an adjective. Spell phase 2 tricky words independently. Use a sound mat to spell: he she we me be.</p>	<p>Focus: Developing sentences. Show increasing control over letter size. Use phonic knowledge from phase 2 and 3 to spell words phonetically. Write own sentences (orally compose and hold to memory before writing it down) that can be read by themselves and others. Use finger spaces consistently. Use full stops more consistently. Use an adjective in writing. Spell: he, she, we, me, be independently. Use a sound mat to write: was, my, you, her, they all, are Write instructions Write a recount. Form letters correctly. Begin to use simple connectives: and but Begin to use a capital letter at the beginning of a sentence Retell a story. Write 2 syllable words. Segment CVCC words using all graphemes covered in Phase 2 and 3 e.g. paint, tights, boils, shelf, toast. Segment CCVC words using all graphemes covered in Phase 2 and 3, e.g. spoon, clown, float, sweet Segment words with more than one syllable e.g. turnip, sister, cooking. Spell phase 4 tricky words. Use story language</p>

			Use capital letters Write own traditional tale.
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Early Learning Goal – Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Early Learning Goal – Word Reading

Children at the expected level of development will:

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

Early Learning Goal – Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others

Mathematics

We are a Mastering Number school. We use White Rose to support our planning.

	Autumn	Spring	Summer
<p>Mathematics: Number</p>	<p>Subitise: Recognise different ways of showing an amount (to 5). Match different arrangements of same amount (dot cards). Composition of numbers: Count real objects that are the same type but different colour or size. How many of each? What is the total? (Part-Whole) Inverse operations – e.g. 5 currant buns, (whole is 5 but some are in the shop and some are taken away) Skittles (total, how many knocked over/left). Partitioning into different pairs of numbers Count out objects from a larger group (up to 5). How many objects are left? How many different ways can we make each number?</p>	<p>Subitise: Recognise different ways of showing an amount (to 10) – dot cards, games Composition of number: Continue to explore the composition of numbers to numbers (to 5, then 10) and how they can partitioned into 2 or more than 2 parts. How many ways can we make each number? Take objects away. How many objects are left? Number bonds Use real life objects and practical situations. Embed use of five frame. Use part-whole model. Find missing numbers. Aim for quick recall. Investigate number bonds to 10 Combine 2 groups to find a total – practically (Use the vocab of addition: total, altogether, plus, add). Use vocab of subtraction: how many are left? Explore number bonds to 10 – look for different ways to make the same total. Use part – whole model. Use ten frame to explore different ways to make a number to 10.</p>	<p>Subitise Show fingers ‘all at once’ without counting. Consolidate recognising numbers on number frame by subitising – e.g. 8 is 5 and 3. Estimate and count Composition of numbers Partition and recombine Quick recall of number bonds to 5 Addition and subtraction to 10 (embed understanding)</p>
<p>Mathematics: Numerical Pattern</p>	<p>Counting Count in sequence forward and backwards (to 10).</p>	<p>Counting Count in sequence forward and backwards (to 10) from different starting points.</p>	<p>Counting Consolidate counting on and back within 10. Consolidate 1:1 counting of objects and pictures.</p>

	<p>Count identical, real objects putting them into a line (use five frame) – initially concentrate on the numbers 1-3, then move onto 4 and 5. Count actions and sounds.</p> <p>Numerical Patterns Recognise that when we count forwards each number is 1 more and backwards they are 1 less. Place amounts to 5 in order. Match numerals and amounts to 5.</p> <p>Compare and order numbers Maths and sort objects Compare identical and non-identical objects o 5 using the vocab: more than, fewer then, equal to, the same as (use five frames to compare). Order amount and numbers to 5.</p> <p>One more/one less Practical activities in real life situations and number songs. Find one more/less to 5 by counting.</p>	<p>Count identical, real objects (using ten frame). Introduce zero and the symbol 0. Count out objects from a larger group (up to 10). Match numerals and amounts to 10.</p> <p>Numerical patterns Count to 20 and beyond, recognising patterns of counting system (focus on 2-digit numbers 10-20). Place amounts and numerals to 10 in order. Doubling using real objects.</p> <p>Compare and order numbers Compare numbers to 10; embed vocab more, less, fewer, equal, same (Use 10 frames to compare). Order numbers to 10. One more/one less Practical activities in real life situations and number songs Find one more/less to 10 by counting.</p>	<p>Count on and back from different starting points.</p> <p>Numerical patterns Doubling Explore odds and even numbers. Count to 100 in sequence. Place numerals to 20 in order. Look at patterns on number square. Count in 2's and 10's and discuss the pattern.</p> <p>Compare and order numbers Sharing between 2 or more people. Do they all have the same amount? Grouping – making groups of 2, 3. One more/one less Embed understanding – quick recall up to 10 using knowledge of consecutive numbers.</p> <p>One more/one less Embed understanding – quick recall up to 10 using knowledge of consecutive numbers. Say the number one more/less than a given number Adding 2 more.</p>
<p>Mathematics: Shape, space and measures</p>	<p>Shape – spatial reasoning Make shape pictures, use shapes to construct models, complete jigsaws 2D shapes – 1, 3, 4 sides/Vocab: curved, straight, side, corner Use shapes to explore how shapes can be combined or partitioned to make new shapes (e.g. 2 triangles to make a square). Continue, copy and create repeating patterns</p> <p>Spatial Awareness Positional language: in, on, under, up, down, across, forwards, backwards Jigsaws, train tracks, beebots</p>	<p>Shape – spatial reasoning Recognise 2D shapes in a picture and in different orientations. Building models for a purpose using 3D shapes. Compose and decompose shapes. Investigate 3D shapes – print what 2D shapes are made. Vocab: curved, flat, roll, stack. Continue, copy and create repeating patterns – ABC, AAB, ABB patterns. Spot mistakes.</p> <p>Spatial Awareness Positional language. Vocab: in front of, behind, left, right</p>	<p>Shape – spatial reasoning Jigsaws (above 20 pieces) and shape puzzles Match shapes from different orientations Match arrangements of linking subes. Tangrams. Explore patterns in more detail – copy clapping and action patterns – ABBC, (ABBCC when confident).</p> <p>Spatial awareness Positional language.</p> <p>Compare length, weight and capacity Consolidate understanding of length, wirhgt and capacity through direct and indirect comparisons. Use in real life situations to solve problems.</p>

	<p>Compare length, weight and capacity Direct Comparison: Use comparative language ‘than’ to compare the height of 2 children. Use vocab taller, shorter. Introduce balance scales for cooking. Use vocab heavier, lighter, balance. Compare containers by pouring from one container to another. Use vocab full, empty, half, full/empty. Time – Visual timetable. Use vocab now, next, later. Days of the week.</p>	<p>Compare length, weight and capacity In-direct Comparison: Compare capacity – Investigate different sized and shaped containers. Use vocab tall, thin, narrow, wide and shallow (how many pots/spoonful’s to fill each container?) Measure length using cubes, worms, etc. Measure ingredients for cooking. Time, order and sequence events. Use vocab now before, later, soon, after, then, next, yesterday, today, and tomorrow. Months of the year.</p>	
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Early Learning Goal – Number

Children at the expected level of development will:

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

Early Learning Goal – Numerical Pattern

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

	Autumn	Spring	Summer
<p>Understanding the World</p> <p>Past and Present</p> <p>People, culture and communities</p> <p>The Natural World</p>	<p>My Family: Talk about members of their immediate family and community. Name and describe people who are familiar to them. RE - <i>Being special: where do we belong?</i></p> <p>Christmas: Go and visit the local church to understand that some places are special to members of their community. RE - <i>Why is Christmas special for Christians?</i></p> <p>Christmas/Diwali/Bonfire Night/Eid: Recognise that people have different beliefs and celebrate special times in different ways. Bring in pictures of what Christmas was like in the past. 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>Autumn: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>The Enormous Turnip. How to look after a plant (1): Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Owl Babies (Nocturnal and diurnal animals):</p>	<p>Winter (Exploration of Ice – ice changing to water, water changing to condensation, and water changing to ice. Understand changing states of matter</p> <p>Winter/Spring (Jack Frost Story, Spring Walk, Spring poems and songs): Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>Life Cycle of a butterfly: The Very Hungry Caterpillar (Real caterpillars to observe and draw) Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>How to look after a plant (2): Planting sunflowers (Sunflower – non-fiction). Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Easter: RE - <i>Why is the word ‘God’ so important to Christians? Why is Easter special for Christians?</i></p>	<p>Space: Compare and contrast characters from stories, including figures from the past. My People: Neil Armstrong.</p> <p>My local community walk: Recognise some environments that are different to the one in which they live. Explore different types of houses through walk and small world. Draw information from a simple map of our community (co-op, library and park). RE - <i>Which places are special and why?</i></p> <p>Handa’s Surprise: Recognise some similarities and differences between life in this country and life in other countries. Show the children the World Map of where Handa lives.</p> <p>Summer: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>People who help us: Talk about the lives of people in our society. Firefighters, police, doctors nurses, shopkeepers, librarians.</p> <p>Playdough making station: Understand changing states of matter RE - <i>Which stories are special and why?</i></p>

	Explore the natural world around them, making observations and drawing pictures of animals and plants.		
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Early Learning Goal – Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Early Learning Goal – People, Culture and Communities.

Children at the expected level of development will:

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

Early Learning Goal – The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Expressive Art and Design

	Autumn Artist: Roy Lichtenstein – Sleeping Girl (All about me)	Spring Artist: Piet Mondrain – Composition with Red Blue and Yellow (Link to Shape)	Summer Artist: Margaret Juul – Beneath the Waves (Link to Summer)
Expressive Art and Design: Creating with Materials	<p>Make marks – using pencils, pens, chinks, paints Paint and draw using different colours. Explore what happens when colours are mixed (adding white/black). Join up lines to create shapes and use the shapes to draw things (e.g. face, house). Self Portraits. Use descriptive vocab (e.g. smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft, hard) to describe the texture of things Begin to experiment to create different textures:</p> <ul style="list-style-type: none"> - Collage, scrunching, sticking, leaf rubbings - Printing hands (transition picture), fingers, range of household objects (e.g. lego, potato), 1 colour, more than 1 colour. - Painting experiment adding dry, powdery resources with distinct texture to PVA/water (e.g. soil, glitter, flour, sand, porridge oats, instant coffee). - Malleable: adding materials, adding marks to playdough. - Transient Art – Autumn loose parts. <p>Begin to manipulate materials to achieve a planned effect (talk about what they are making and how they will do this).</p>	<p>Begin to add detail to drawings. Explore what happens when colours are mixed (mixing prime colours). Experiment to create different texture (collage, fringing, tearing/malleable: adding layers, pinching). Manipulates materials to achieve a planned effect (produces a plan, following own plans or instructions/recipes). Constructs with a purpose in mind, using a variety of resources (planning, following instructions). Uses simple tools and techniques competently and appropriately (tuf cut scissors, creative scissors, drill, saw, hammer, mixer). Independently selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Understand that different media can be combined to create new effect (paper mache).</p>	<p>Create own dances, experimenting with ways of changing them – response to music, beat and rhythm, spatial awareness, control, stillness, and balance, speed of movement. Sing songs, makes music and experiments – use of rhythm, beat, tempo, pitch, volume, variety of instruments. Safe and effective use of materials (playdough, paint, pens, pencils, pastels, charcoal, paper, card, textiles, string, ribbons, wood) and Tools (scissors, paintbrushes, hammer, saw, drill). Techniques: colour mixing, designing, use of different materials to create texture, printing and rubbings, collage (scrunching, tearing, fringing, weaving) Develop own ideas and interests. Create for a specific purpose. Make own decisions on how materials can be combined and changed. Use what they have learnt about media and materials in original ways, thinking about uses and purposes (creating models, paintings, drawings).</p>

	<p>Build enclosures and objects using construction kits and boxes, stacking blocks vertically and horizontally (e.g. houses, car parks).</p> <p>Use simple tools (e.g. pencils, pens, paintbrushes, scissors, knife and fork).</p> <p>Begin to construct with a purpose in mind using a variety of resources (kits, junk materials) and say what they have made.</p> <p>Select appropriate resources and adapt work where necessary (with support).</p> <p>Begin to use tools and techniques needed to shape, assemble and join materials –scissors, mark making equipment, clay tools, glue spreader. Make a card for Christmas.</p>		
<p>Expressive Art and Design: Being Imaginative and Expressive</p>	<p>Imitate movement in response to music (e.g. action songs)</p> <p>Begin to move rhythmically (whole body).</p> <p>Begin to build a repertoire of dances – copy and respond, different ways of moving.</p> <p>Sing a few familiar songs.</p> <p>Tap out simple repeated rhythms (single beat).</p> <p>Explore and learn how sounds can be changed (exploration of instruments/using body sounds).</p> <p>Explore the different sounds of instruments (e.g. tap, scrape, shake, blow).</p> <p>Use movement to express feelings (dance response to music)</p> <p>Copy what adults do.</p> <p>Engage in imaginative role-play based on own first-hands experiences (home corner, deconstructed role-play, outdoor activities).</p> <p>Build stories around toys and their interest (e.g. farm animals needing rescue, train track, small world).</p> <p>Use available resources to create props to support role-play</p>	<p>Build a repertoire of dances – simple sequences (remember and perform).</p> <p>Explore the different sounds of instruments (loud, quiet, slow and fast).</p> <p>Combine movement and gesture in order to express and respond to feelings, ideas and experiences (dance).</p> <p>Act out stories.</p> <p>Introduce a storyline or narrative into their play.</p> <p>Play cooperatively as part of a group to develop and act out a narrative (retelling story, creating own story).</p> <p>Make up rhythms.</p> <p>Make up simple songs (adapting known songs/nursery rhymes)</p> <p>Draw and paint events.</p> <p>Use particular colours for a purpose.</p> <p>Create models of people, objects and events.</p> <p>Make props to support role-play.</p> <p>Adapt and develop ideas.</p>	<p>Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>

<p>Use dance and drama to respond to stories. Play alongside other children who are engaged in the same imaginative play. Use music to respond to stories. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (dance, role play). Use art skills learnt to respond to experiences. Draw and paint people and objects. Use construction skills learn to respond to experiences. Make models using different media – construction kits, recycled materials.</p>		
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Early Learning Goal – Creating with Materials

Children at the expected level of development will:

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

Early Learning Goal – Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Trips and Parental Participation

Educational Visits		Safari Park Cinema Trip		Animal Man		Local Area Walk
Parental Participation	Weekly Library Session – Starting Week 3 Autumn Walk to the Park followed by Workshop Phonics/Reading Workshop Planning in the Moment Key Children – Tapestry	Weekly Library Session The Nativity Planning in the Moment Key Children – Tapestry	Weekly Library Session Maths Workshop Planning in the Moment Key Children – Tapestry	Weekly Library Session Spring Walk to the Park followed by Workshop. Language Workshop Mother’s Day Assembly Planning in the Moment Key Children – Tapestry	Weekly Library Session Summer Walk – Co-op, library and park picnic. Planning in the Moment Key Children – Tapestry	Weekly Library Session EYFS Graduation Planning in the Moment Key Children – Tapestry