







Challenge, Equality & Opportunity

Curriculum Intent and Long Term Plan for EYFS

Havannah First School

'At Havannah First School, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development. We firmly believe in giving our Reception children the best possible start to their school life. Our vision is to provide secure foundations to support children to become well-rounded individuals who are independent, creative, resilient and confident members of our school family.'

Whole School Curriculum Intent:

| <i>We can build knowledge and skills</i> | <i>We are creative</i> | <i>We are resilient</i> | <i>We understand ourselves and each Other</i> |
|--|---|--|--|
| <p>We strive for all of our children to have competency in the basic skills of reading, writing, maths and communication to underpin their learning, give them access to the broader curriculum and build their confidence as learners.</p> <p>We want our children to know more, remember more and be able to do more as a result of every learning experience across the curriculum.</p>  | <p>We want our children to be creative in their thinking so that they use their knowledge and skills to solve problems and create new knowledge, skills, thoughts and objects which give them enjoyment and inspire them to take their learning further.</p>  | <p>We need our children to develop independence and resilience so that they are able to grow as thinkers and learners.</p>  | <p>We aim for our children to develop empathy, awareness, respect and tolerance in-keeping with the school's No Outsiders values.</p> <p>We also want all of our children to understand themselves and be ready for the next steps in their education and the wider world.</p>  |
| <i>What does this look like?</i> | | | |

| | | | |
|--|---|---|--|
| <p>Achieve well in reading, writing and communication, including being at the age-related expectation in early reading and phonics.</p> <p>Can build on previous learning.</p> <p>Can access new learning experiences.</p> <p>Value and enjoy success in the core subjects.</p> <p>Choose reading and use reading effectively.</p> <p>Apply maths, reading, writing and communication across the curriculum.</p> | <p>Reflect, adapt and develop ideas.</p> <p>Explore concepts.</p> <p>Make links across the curriculum.</p> <p>Ask questions and are curious.</p> <p>Use initiative.</p> <p>Hypothesise and generate ideas</p> <p>Communicate learning.</p> <p>Direct own learning through range of skills.</p> <p>Can argue and use evidence.</p> | <p>Bounce back and try again.</p> <p>Try new things and take risks.</p> <p>Manage their own things, time and learning as appropriate.</p> <p>Engage with extra-curricular activities.</p> <p>Solve problems through perseverance.</p> <p>Work towards a goal.</p> | <p>Listen to others.</p> <p>Can work in a group and cooperate with others. Assess own success and learning.</p> <p>Take turns and are patient.</p> <p>Use manners and are polite in interactions with everyone.</p> <p>Can manage emotions and support others.</p> <p>Show respect.</p> <p>Are kind and begin to show compassion.</p> <p>Can follow the Golden Rules.</p> <p>Can express themselves.</p> |
|--|---|---|--|

EYFS Curriculum Intent:

We can build knowledge and skills

Our Reception curriculum enables our pupils to develop basic skills and knowledge to enable them to reach the Early Learning Goals at the end of Reception.

It provides the firm foundations for future learning and is specifically designed and evolves to provide children with important foundational skills and knowledge which will be built upon as they transition into Key Stage One and throughout school.

It allows children to further explore their own individual knowledge, skills and understanding through a curriculum which is carefully planned and sequenced.

We are Creative

Promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. Children are imaginative and are encouraged to 'have a go' and explore.

Our engaging curriculum maximises opportunities for meaningful cross-curricular links and learning experiences.

We greatly value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through vibrant continuous indoor and outdoor provision.

Children are encouraged to develop their own ideas and make links between their ideas. They use prior learning to help them to problem solve and reach conclusions.

We are Resilient

Our curriculum is underpinned by the characteristics of effective teaching and learning; learning through playing and exploring, active learning and creating and thinking critically.

We encourage children to develop independence and resilience through promoting the *Unique Child*- 'Every child is unique and has the potential to be resilient, capable, confident and self-assured.'

We Understand Ourselves and Each Other

Positive relationships are at the heart of EYFS, we seek to build and nurture positive relationships with everyone in our school family.

Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start.

Every child is an exceptional individual and we celebrate and respect differences within our diverse school community through our No Outsider's values

Long Term Plan Overview- EYFS

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|--|---|--|
| General Themes NB: These themes may be adapted at various points to allow for children's interests | Magnificent Me and Our World Starting school / my new class All about me Birthdays Halloween PSED focus - relationships/feelings | Let's Celebrate! Bonfire Night Diwali Space Christmas Day/Night – People who help us | Winter and the Polar Regions Winter Antarctica Chinese New Year Superheroes | People Who Help us Farm Animals Easter | Marvellous Minibeasts Growth Minibeasts Fairies/knights/fantasy | Traditional Tales Seaside Pirates |
| High Quality Texts | Peepo – Past/Present The Colour Monster Funnybones Room on the Broom Christopher Pumpkin | How to Catch a Star The Christmas Story The Jolly Postman | The Tale of Jack Frost The Emperor's Egg Supertato Non-Fiction books based on Chinese New Year | Non-Fiction books on people who help us and animals What the Ladybird heard We're Going on an Egg Hunt The Easter Story | The Very Hungry Caterpillar The Enormous Turnip Jasper's Beanstalk Non-Fiction books on minibeasts | Jack and the Beanstalk Gingerbread Man Three Little Pigs Lighthouse Keepers Lunch Zog What the Ladybird Heard at the Seaside |
| Enrichment opportunities/visits | Autumn walk Harvest festival singing | Nativity Winter Stay and Play Christmas Party | Ice experiments/ investigations Valentine's Day Chinese New Year Day | School chicks/ducks Farm visit People Who Help us- Visitors | Growing plants Class caterpillars/butterflies | Seaside/lifeguard visit |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|----------|----------|----------|----------|----------|
| Characteristics of Effective Learning | <p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions</p> | | | | | |
| Over-Arching Principles <i>Four guiding principles should shape practice in early years settings</i> | <p><u>Unique Child:</u> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><u>Positive Relationships:</u> 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.</p> <p><u>Enabling environments:</u> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><u>Learning and Development:</u> Children develop and learn at different rates. We must be aware of children who need greater support than others</p> | | | | | |
| Seven Key Features of Effective Practice | <ol style="list-style-type: none"> <u>The best for every child</u> <i>All children deserve to have an equal chance of success.</i> <u>High-quality care</u> <i>The child’s experience is always central.</i> <u>The curriculum: what we want children to learn</u> <i>The curriculum is ambitious, with careful sequencing to allow children to learn over time. Planning to help every child to develop their language is vital.</i> <u>Pedagogy: helping children to learn</u> <i>Children are powerful learners. Every child can make progress in their learning, with the right help. A well-planned learning environment, indoors and outside is crucial.</i> <u>Assessment: checking what children have learnt</u> <i>Noticing what children can do and what they know.</i> <u>Self-regulation and executive function</u> <i>Language development is central to self-regulation; children use language to guide their actions and plans.</i> <u>Partnerships with parents</u> <i>It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.</i> | | | | | |

Learning and Development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Long Term Planning EYFS

| | | | | | | |
|--|---|---|--------------------------------------|--|---|---|
| Communication and Language | <p><u>EYFS Statutory Educational Programme:</u></p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through new conversation storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Listening, Attention and Understanding | Settling in activities | Develop vocabulary | Develop vocabulary | Learn and recite poems and songs | Learn and recite poems and songs | Learn and recite poems and songs |
| | Making friends | Re-telling of stories (T4W) | Respond to and ask questions. | Clarify thinking and use talk to connect ideas and work out problems | Listen to, engage in and talk about non-fiction | Talk about similarities and differences between things in the past and now |
| Speaking | Children talking about experiences that are familiar to them | Story language | Respond to and interact with others. | Re-tell stories (T4W) | Articulate a life cycle | Talk about experiences the children have had during the year - what have they enjoyed, what have they learnt to do, what are they looking forward to in Year 1? |
| | Talk about family routines | Following instructions | Ask how and why questions. | Listen to and engage in talk about selected nonfiction | Ask and answer 'how' and 'why' questions. | |
| | Learning routines / transition signals. | Take part in discussions | Re-tell a story with story language | Talk about similarities and differences between things in the past and now | Use past, present and future forms accurately. | |
| | Engage in conversation. Respond to 'where', 'how', | Understand how to listen carefully and why listening is important | Remember key points from a story | Articulate ideas and thoughts into well formed sentences | | |
| | | | Ask questions to find out more | | | |

| | | | | | | |
|--|--|--|---|---|--|--|
| | <p>'why' questions about self.</p> <p>Follow instructions.</p> <p>Follow instructions (including at tidy up time)</p> <p>Model talking through routines (e.g. on arrival at school - "Good morning. How are you?") Use new vocabular</p> | <p>Choose books to develop vocabulary Talk about special occasions the children celebrate</p> <p>Star of the Week</p> <p>Invitation writing – parties/ birthdays/ wedding.</p> <p>Adjectives to describe fireworks. Bonfire night news – sharing with the rest of the class through circle times</p> | <p>and check they understand what has been said to them</p> <p>Uses tenses in conversations</p> <p>Describe events</p> <p>Listen to and talk about stories and build familiarity and understanding</p> <p>Learn rhymes, poems and songs</p> | <p>Describe events in detail (e.g. the visit to the farm)</p> <p>Ask questions to find out more</p> | | |
|--|--|--|---|---|--|--|

Personal, Social, Emotional Development

Self-Regulation

Managing Self

Building Relationships

EYFS Educational Programme:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships. co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|--|---|
| Jigsaw – BM (Being Me in My World) 'Who am I and how do I fit?' | Jigsaw -CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique | Jigsaw – DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this | Jigsaw- HM (Healthy Me) Being and keeping safe and healthy | Jigsaw – RL (Relationships) Building positive, healthy relationships | Jigsaw – CM (Changing Me) Coping positively with change |
| No Outsiders: Red Rockets: Respectful friendships. What would life be like if we all liked the same things? | No Outsiders: You Choose | No Outsiders: Blue Chameleon | No Outsiders: The Family Book Mommy Mama and Me | Discuss the importance of being kind to living creatures | Preparing for Transition to Year 1 - what have the children achieved this year? |
| Rainbow Jelly Respectful friendships. Is it ok to be different? | Express their feelings and consider the feelings of others | Discuss books that deal with challenges (link to Superheroes) - how did the characters feel about the challenges and how did they overcome them | Learn about the importance of oral hygiene - visit from a dentist/dental nurse | Take care of animals | What did they have to persevere with? |
| Me and my special people | Name different feelings | | | | Have they become more resilient? |
| Who can help me? (Self-regulation) | Think about how they feel when experiencing different feelings (include 'not so good' feelings) | | | | What are they looking forward to? |
| Develop relationships and friendships, | Discuss some self-care techniques for | Talk about healthy eating and why it is important | | | What goals would they like to achieve? |

| | | | | | | |
|--|---|--|--|--|--|--|
| | <p>including sharing and co-operating with each other</p> <p>Discuss 'belonging' - groups the children belong to (e.g. family, class, school) I</p> <p>Introduce school behaviour policy (Golden Rules)</p> <p>Model positive behaviour and highlight exemplary behaviour</p> | <p>when experiencing these feelings</p> <p>Talk about exercise and why it is important</p> | | | | |
|--|---|--|--|--|--|--|

| | | | | | | |
|--------------------|--|--|---|--|---|---|
| Physical Education | <u>EYFS Educational programme:</u> Physical Activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for both play indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools. With feedback and support from adults, allows children to develop proficiency, control and confidence | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Fine Motor | Fine motor activities (threading, cutting, weaving, playdough, pegs and peg boards) | Fine motor activities Develop muscle tone to put pencil pressure on paper | Fine motor activities Begin to form letters correctly | Fine motor activities Hold pencil effectively with a comfortable grip | Fine motor activities Continue to develop pencil grip and correct letter formation through handwriting session | Fine motor activities Form letters correctly |
| | Manipulate objects with good fine motor skills | Use tools to effect changes to materials | Weekly handwriting sessions - practising letter formation and correct position when sitting at a table to write | Form recognisable letters - most of which are correctly formed | Daily handwriting session | Daily handwriting session |
| | Draw lines and circles using gross motor movements | Show preference for a dominant hand | Weekly handwriting sessions | Weekly handwriting sessions | Use one hand consistently for fine motor tasks | Begin to draw diagonal lines (e.g. when drawing a triangle) |
| | Hold pencil/paintbrush beyond whole hand grasp Pencil grip. | Engage children in structured activities - guide them in what to draw, write or copy | Handle tools, objects, construction and malleable materials with increasing control | | Cut along a straight line with scissors | Start to colour inside the lines of a picture |
| | | Teach and model correct letter formation. | Encourage children to draw freely | | Start to cut along a curved line (e.g. a circle) | Draw pictures that are recognisable |

| | | | | | | |
|--------------------------------|---|--|--|---|--|---|
| Gross Motor | Stopping and Starting/ Space Finding | Following and Leading | Dance | Gymnastics: Balancing/Jumping/Rolls | Co-ordination: Sending and receiving balls (Bat and Ball) | Sports Service: Athletics Running, Jumping and Throwing |
| | Movement: Car Game | Movement: Fireworks | Sports Service- Ball Skills: Throwing and catching | Sports Service: Negotiating Space | Sports Service: Working and playing co-operatively | NUF: Multi-skills co-ordination |
| | Squiggle : Up and down movement Arches, circles and spirals | Squiggle: upwards / downwards lines Spirals and figure of 8 (vertical and horizontal). | Squiggle: side to side lines Squares, diagonal lines, triangles. | Squiggle: Wavey lines | Squiggle: zig zag lines | Squiggle: arches |
| | | | | | | |
| Literacy: Reading/Phonics | <u>EYFS Statutory Educational Programme:</u> It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves the transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | PHASE 2 | PHASE 2 | PHASE 3 | PHASE 3 | PHASE 4 | PHASE 4 |
| Little Wandle Letters & Sounds | Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 ck e u r l Week 5 h b f l the | Week 1 ff ll ss j put* pull* full* as Week 2 v w x y and has his her Week 3 z zz qu words with s /s/ added at | Week 1 ai ee igh oa Week 2 oo oo ar or was you they | Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Secure spelling | Week 1 short vowels CVCC said so have like Week 2 short vowels CVCC CCVC | Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds |

[illegible]

| | | | | | | |
|--|--|--|--|--|--|--|
| should be available for the children to use independently. | | | | | | |
|--|--|--|--|--|--|--|

| | | | | | | |
|--|--|---|---|---|---|--|
| Maths Following WRM Schemes of learning Supplemented with Numicon schemes of learning and NCETM mastery plans and resources <i>Number</i> <i>Numerical Patterns</i> | <u>EYFS Statutory Educational Programme:</u> Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | WRM- Just like me! It's me 1,2,3! | WRM- It's me 1,2,3 (cont.) - Representing 1, 2 and 3 | WRM- Alive in 5! -Introducing zero -Comparing numbers to 5 | WRM- Growing 6,7,8(cont) -Consolidation from last term | WRM – To 20 and beyond -Building numbers beyond 10 -Exploring numbers beyond 10 -Counting patterns beyond 10 -Spatial reasoning -Matching, rotating, manipulating | WRM- Find my pattern -Doubling -Sharing and grouping -Even and Odd -Spatial reasoning -Visualise and build |
| | Key times of the day | -Comparing 1, 2 and 3 | -Composition of 4 and 5 | | | |
| | Singing number rhymes and songs | -Composition of 1, 2 and 3 | -Compare Mass -Compare Capacity | | | |
| | Counting - during routines such as lining up, counting dinner choices | Light and Dark -Circles and triangles -Shapes with 4 sides -Time – Night/Day | Growing 6,7,8 -Exploring 6,7,8 -Making pairs -Combining 2 groups -Length. Height -Time | Building 9 and 10 -Exploring 9 and 10 -Comparing numbers to 10 -Bond to 10 -3D Shapes -Exploring and making patterns | First, then, now -Adding more -Taking away -Spatial reasoning -Compose, decompose | On the move -Deepening understanding -Patterns and relationships -Spatial reasoning -Mapping |
| | Count objects, actions and sounds | | | | | |

Understanding the World Experiences

Split into Past/Present, The Natural World and People/culture/Communities

Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events

| Understanding the World | | | | | | |
|-------------------------|--|--|---|---|---|--|
| Understanding the World | EYFS Statutory Educational Programme: EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Past/Present | <p>Studying our families and ourselves</p> <p>Our past – old/young – Exploring concept of who is old and what life was like</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> | <p>Guy Fawkes: compare and contrast character from stories, including figures from the past.</p> <p>Remembrance Day – Historical (past events)</p> <p>Maggie Aderin-Pocock – Space - British space scientist and science educator – Significant people</p> <p>People who work during the day/night – firefighters, doctors, nurses – Historical – Florence</p> | <p>Explorers Past and Present - David Attenborough and Ernest Shackleton</p> <p>Superheroes – Past/Present - Mary Seacole</p> | <p>People who help us - Farmers past and present – machinery changes etc.</p> | <p>Look at lives of significant people e.g. Jane Goodall, David Attenborough, Joy Adamson, Chris Packham, JB (Down on the farm), Hamza (Let's go for a walk) What did they do? How did they raise awareness of conservationism?</p> | <p>TT - How has life changed e.g. Jack and the Beanstalk vs now – Jack kept a cow etc Who lived in castles? What were castles for?</p> <p>Pirates - How life has changed – boats, clothes Why did we have pirates? Finding out about famous pirate figures</p> |

| | | | | | | |
|--|---|---|---|---|---|---|
| | | Nightingale – Present Day nurse. | | | | |
| <i>UTW – The Natural World</i> | <p>Autumn changes (Seasonal change)</p> <p>Leaf study – Autumn bags Studying different leaves, twigs and other found objects</p> <p>Looking at maps of local area – My house and My School Where do I live? Where is my school? What is it like here?</p> | <p>Gravity: Rocket Launching</p> <p>Bubbling magic potions</p> <p>Fire Safety/Sparklers</p> <p>Day/night – linked to space Maps: Can I draw a map of my journey to the postbox? (Santa letters)</p> <p>Space: What do I know about the Earth? Where are countries that I have visited? What is it like on the moon? How is it different to Earth? How do day/night views of the Earth from space differ? Why?</p> | <p>Winter weather (Seasonal Change) changes Studying frost, snow, ice.</p> <p>Ice experiment: How can we make ice? How can we melt ice the quickest?</p> <p>How does the environment differ to now? What is the weather like now? How has it changed? What do I need to wear? Here and in Antarctica?</p> <p>Explorers – Contrasting maps of Antarctica and where we live. What different? Why?</p> | <p>Spring – New Life – Animals. Changing seasons – what happens on a farm at different times of the year</p> <p>Farm – Where does food come from? Link to healthy eating</p> <p>Maps : Difference between town and countryside. Where we live and farm?</p> | <p>Growing plants / flowers: sunflower competition, growing a bean in a bag. Drawing plants and flowers</p> <p>Maps : Link to story 'What the LadyBird Heard'</p> | <p>Exploring the seas/maps: Where are the seas and oceans? What's it like at the seaside? What's like on an island? What features can I see? What symbols can I use on a map?</p> <p>Seasonal change: What is the weather like now? How has it changed?</p> |
| <i>UTW – People, culture and Communities</i> | <p>What makes people special? Who is special to me? What is a religion?</p> | <p>What is Christmas? Who celebrates it? Why do people celebrate Christmas? What is the Christmas story?</p> | <p>What is a role model? Superheroes are all around us! Teachers, police, paramedics, doctors – arrange</p> | <p>Recognising that people have different beliefs - Easter What changes in spring? What symbols are linked</p> | <p>What is this habitat/environment like? How is it different? What are its features? What is it like to live here?</p> | <p>Special places: What makes places special? What places are special to you? Why? What special places do you visit? Where are special places in our community?</p> |

| | | | | | | |
|-----------------------------------|---|--|-----------------------------|--|----------|---|
| | | <p>How do people celebrate Christmas?</p> <p>What is a celebration? What do I celebrate? Does everybody celebrate the same things? What is the same about our celebrations? What is different about our celebrations? What stories are linked to celebrations?</p> | visits into school to talk. | <p>to Easter? Why is Easter special to some people? What is the story of Easter? How do Christians feel at Easter? How do people celebrate Easter?</p> | | <p>What is a church, synagogue, mosque? Why do people go there?</p> |
| Expressive Arts and Design | <p>EYFS Statutory Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> | | | | | |
| | <p>Expressive arts and design experiences</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories will be ongoing throughout the year. Drama conventions through literacy.</p> <p>Continuous provision for EAD incl: creative area, role play area, construction area.</p> | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |

| | | | | | | |
|--|---|---|---|--|--|---|
| <p><i>Being imaginative and expressive</i></p> <p><i>Creating with materials</i></p> | <p>Name colours</p> <p>To experiment with mixing colours and create simple representations of people and objects - draw a self-portrait (enclosing lines): draw definite features</p> <p>Self-portraits</p> <p>Story maps/puppets/props to retell stories</p> <p>Making own colour monsterS</p> | <p>Role Play Party's and Celebrations</p> <p>Role Play of The Nativity</p> <p>Collage: Alma Thomas -</p> <p>Rangoli patterns – paint in bright colours/Collage patterns with bright colours</p> <p>Songs for Christmas nativity and carols</p> <p>Making own Diva lamps – plan, create, evaluate</p> <p>Make own Christmas Decoration</p> | <p>Role play opportunities – Polar explorers</p> <p>Listening to music and being expressive – own dances linked with PD</p> <p>Making Chinese lanterns</p> <p>SuperTato – Traps to capture the evil pea</p> | <p>Easter crafts printing, patterns on Easter eggs</p> <p>Natural objects to make a piece of art (Andy Goldsworthy) Easter baskets</p> | <p>Van Gogh – Sunflowers – How can I change colours? Which colours do I need to mix to make.... How do I keep brushes clean when colour mixing? What effects can I make with my colour choices?</p> <p>Mini beast homes/hotels</p> | <p>Role play linked to T4W Literacy focus</p> <p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats.</p> |
| | | | | | | |

| EAD: Charanga Music | Me! | My stories! | Everyone! | Our World | Big Bear Funk | Reflect, Rewind, Replay |
|----------------------------|---|---|--|---|--|--|
| | <p>Learn to sing nursery rhymes and action songs:</p> <p>Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p> | <p>Learn to sing nursery rhymes and action songs:</p> <p>I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p> | <p>Learn to sing nursery rhymes and action songs:</p> <p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes</p> <p>Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place Learn to sing nursery rhymes and action songs:</p> | <p>Learn to sing nursery rhymes and action songs:</p> <p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play</p> | <p>Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.</p> <p>Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p> | <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p> |

| | | | | | | |
|--|--|--|--|---|--|--|
| | | | | <p>instruments within a song</p> <p>Share and perform the learning that has taken place</p> | | |
|--|--|--|--|---|--|--|

Early Learning Goals – End of Reception Year

| | |
|---|--|
| Communication and Language | <p>Listening, attention and understanding ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. |
| | <p>Speaking ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 | <p>Self-Regulation ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. |
| | <p>Managing Self ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. |
| | <p>Building Relationships ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 | <p>Gross Motor Skills ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; |

| | |
|-------------|---|
| | <ul style="list-style-type: none"> - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. |
| Literacy | <p>Comprehension: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>Word Reading ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 <p>Writing ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 | <p>Number ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>Numerical Patterns ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 | <p>Past and Present ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; |
| | <p>People, Culture and Communities ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. |
| | <p>The Natural World ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 Arts and Design | <p>Creating with Materials ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. |
| | <p>Being Imaginative and Expressive ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. |