



Dream Believe Achieve

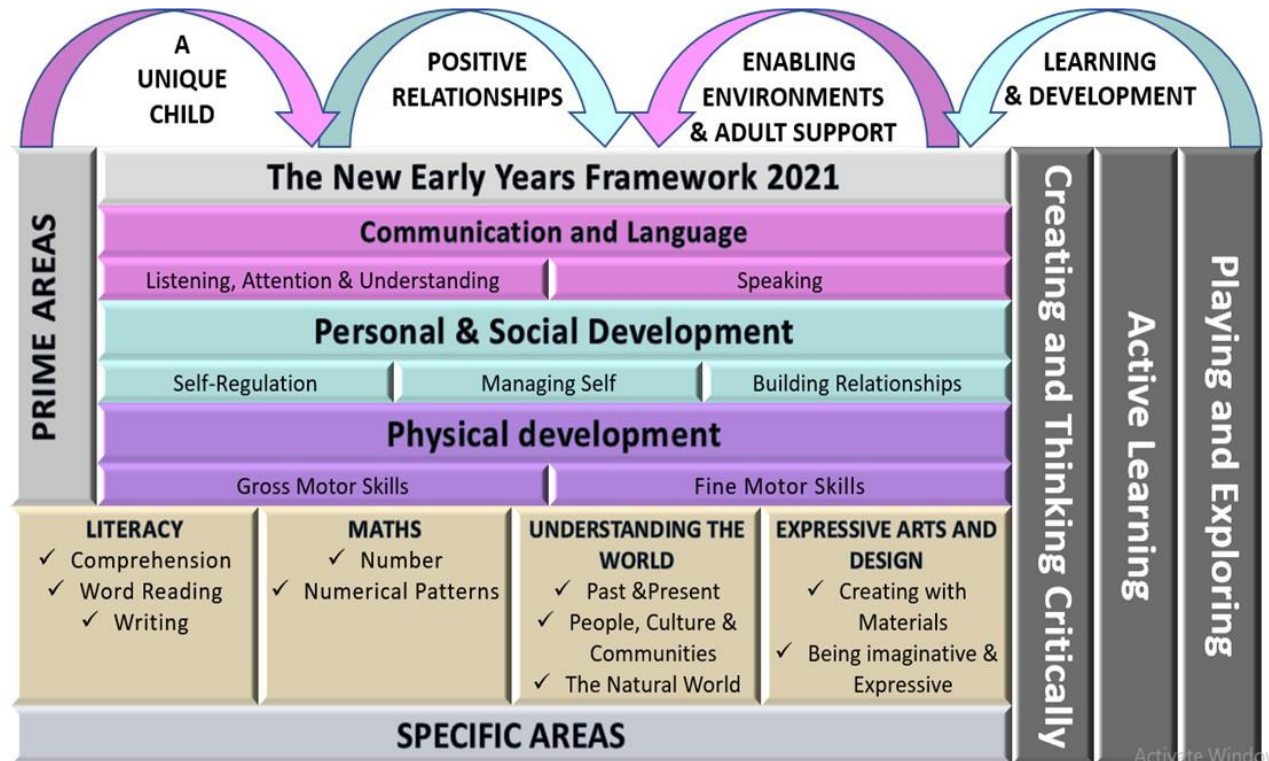
Reception Long Term Overview

Our Curriculum Intent

At Whittlefield Primary and Nursery School we offer an ambitious curriculum that is rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.













It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that children are motivated, engaged and more likely you learn when they are involved with the choices made. All of our Early Years staff use the 'In the Moment' planning ethos and where and when appropriate, the strategies and skills of this approach are used. This means that topics are planned for broadly using key questions and both new and different opportunities may arise. This child-initiated way of working ensures that the learning is specific to the individual cohort. Therefore, our long-term overview that outlines intended learning may change as this is a working document.



<p>Characteristics of Effective Learning (CoEL)</p>	<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>					
<p>Over Arching Principles</p>	<p>Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling Environments Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>Play At Whittlefield Primary School We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct balance of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.</p> <p>We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based.</p>					

Term	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
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Skills Builder Skills Steps 0-1	 Speaking & Listening	 Speaking & Listening	 Problem Solving & Creativity	 Teamwork	 Leadership	 Staying Positive & Aiming High
Key Question	 I wonder if all families are the same?	 I wonder what people celebrate?	 I wonder where your journey will take you?	 I wonder how everything changes?	 I wonder who helps us?	 I wonder why that happened?
Possible Themes/ Interests/Lines of Enquiry These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school Family Growing up Friendships Knowing that we are unique & part of a community	Bonfire Night Christmas Diwali Weddings How to keep safe	Journeys & Transport Comparing countries & environments Hot and Cold Places	Animal life cycles Growing and changing Planting Farm	People who help us Jobs and Occupations When I grow up Aspiration for the future	Looking after our planet Oceans and Beaches Pollution Reduce, reuse & recycle. Summer celebration Transition
Key events in the calendar	Halloween Harvest Festival	Santa Dash Enterprise Week Remembrance Day Anti- Bullying Week Tots on Tyres	Chinese New Year Internet Safety Day Valentine's Day	Pancake day World Book Day Science Week Mother's Day Queen's Birthday	Queen's Platinum Jubilee Start of Ramadan Eid	Groovy Gardeners Skills Builder Project Father's Day Heathy Eating Week World Environment Day
Enrichment Opportunities/ WOW moments	Visit from nurse to talk about healthy lifestyles Visit from a Dentist	Autumn nature walk Remembrance Service Christmas Show Father Christmas Visit	Bird of Prey Visit	Science Show Easter Bunny Visit Caterpillar Experience	Visit from people who help us	Ice-Cream Van Visit
Seasons		Season: Autumn	Season: Winter	Season: Spring	Season: Summer	
High Quality Texts	What makes me a me? The Rainbow Fish Colour Monster Funnybones Me and my amazing body What makes me, me Stickman Leafman Room on a Broom	The Scarecrows Wedding Christmas Story Non-fiction texts Diwali stories	Penguin Safari readers Non-Fiction Polar bear Safari readers Non-fiction What can you see in Winter Lost and Found Little Polar bear Snowflakes	Rosie's Walk Jasper's Beanstalk Oliver's Vegetables What the Ladybird Heard Handa's Surprise Non-fiction texts about life cycles Mr Wolf's Pancakes.	Jobs People Do When I Grow Up	What the Ladybird Heard at the Seaside Commotion in the Ocean Sharing a Shell Flotsam Somebody Swallowed Stanley A Planet Full of Plastic What A Waste Duffy's Lucky Escape A Hole in the Bottom of the Sea

<p>Diversity texts to be read throughout the year during story time sessions/focused texts for teaching inputs.</p> <p>Texts to introduce BAME characters, diversity, difference and disability.</p>	<p><u>Bame Texts</u></p> <p>So much by TrishCooke. Astro Girl by Ken Wilson-Max Baby goes to market by Atinuke. Full, Full. Full of Love by Trish Cooke. Izzy Gizmo by Pip Jones. Little People, Big Dreams by Isabel Sanchez Vegara My Skin, Your Skin By Laure Henry-Allain</p>	<p><u>Cultural diversity</u></p> <p>The Great Big Book of Families by Mary Hoffman Maisie’s Scrapbook bySamuel Narah. Hats of Faith by Medeia Cohan Golden Domes and Silver Lanterns By Herna Khan. All About Diversity by Felicity Brooks A Year Full of Celebrations and Festivals By Christopher Corr We are All Welcome By Alexandra Penfold The Proudest Blue By Ibtihak Muhammad</p>	<p><u>Neurodiversity</u></p> <p>We’re all wonders by PJ Palacio. Perfectly Norman byTom Percival. Incredible You by Rhys Brisenden & Nathan Reed. I See Things Differently by PatThomas. What Makes Me A Me? By Ben Faulks. Shine By Sarah Asuquo The Abilities In Me Series (Autism and Speech Delay) by Gemma Kier</p>	<p><u>Physical Disabilities</u></p> <p>It’s ok to be different by Sharon Purtill. When Charley met Emma by Amy Webb Only One You by LindaKranz. Happy to Be Me byEmma Dodd.</p>	<p><u>Different Famililies</u></p> <p>My Two Grandads by Floella Benjamin. The girl with two dads by Mel Elliott We are Family by Patricia Hegarty More People to loveme by Mo O’Hara. Our Class is a family by Shannon Olsen. Heather has two mummies by Leslea Newman.</p>	<p><u>Reading Spine</u></p> <p>Shhh! By Sally Grindley On The Way Home by Jill Murphy Six Dinner Sid by Inga Moore Goodnight Moon by Margret Wise-Brown Owl Babies by Martin Waddell The Gruffalo by Julia Donaldson Handa’s Surprise by Eileen Browne Rosie’s Walk by Pat Hutchins Farmer Duck by Martin Waddell Mrs Armitage on Wheels by Quentin Blake Whatever Next by Jill Murphy Mr Gumpy’s Outing by John Burningham</p>
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Prime Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Communication and Language is developed throughout the year through;</p> <ul style="list-style-type: none"> High quality interactions Class/group discussions Sharing circles PSHE sessions Stories Daily Story Time Singing Speech and language interventions Talk for Writing EYFS productions Assemblies Nurture sessions 	<p>Welcome to EYFS Settling in</p> <ul style="list-style-type: none"> Making friends Children talking about experiences that are familiar to them Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” Understand how to listen carefully and why listening is important. Engage in shared stories and story time Carefully choose stories to develop the children’s vocabulary. Use new vocabulary throughout the day. 	<p>Tell me a story! Develop vocabulary</p> <ul style="list-style-type: none"> Discover Passions Understand how to listen carefully and why listening is important; introduce talk partners. Engage in shared stories and story time Listen and respond to stories Take part in discussion Use new vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases 	<p>Tell me why! Develop vocabulary</p> <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Retell a story using story language; provide puppets and props in CP. Encourage and model describing events in some detail Encourage and model the use of how and why questions Listen to and talk about stories to build familiarity and understanding. Encourage and model connecting one idea or action to another using a range of connectives. Learn rhymes, poems and songs. 	<p>Talk it through! Explore vocabulary</p> <ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives when children are telling their news from home or retelling stories. Children to listen carefully and ask questions circle time Sustained focus when listening to a story Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen 	<p>What happened? Explore vocabulary</p> <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Re-read some favourite stories/ stories we have used in our learning to revisit and consolidate vocabulary and events –making our learning sticky! 	<p>Time to share! Explore vocabulary</p> <ul style="list-style-type: none"> Show and tell Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures model using the features of non-fiction books. Retell a story once they have developed a deep familiarity with text; some as exact repetition and in their own words. Use new vocabulary in different contexts

Prime Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	<p>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.</p>					
All statements will apply on an ongoing basis throughout the Reception Year	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>		<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally</p>		<p>Think about the perspectives of others.</p> <p>Manage own needs</p> <p>Learn to compromise.</p>	
SCARF Themes	<p><u>Me & My Relationships</u></p> <p>All about me What makes me special Who can help me? My feelings</p>	<p><u>Valuing Difference</u></p> <p>I’m special, you’re special Same and different Same and different families Same and different homes I am caring I am a friend</p>	<p><u>Keeping Myself Safe</u></p> <p>What’s safe to go onto my body What’s safe to go into my body Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p>	<p><u>Rights & Responsibilities</u></p> <p>Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1) Recognising, spending & using Looking after money (2) Saving and keeping it safe</p>	<p><u>Being My Best</u></p> <p>Yes, I can! Healthy eating My healthy mind Move your body Good night’s sleep</p>	<p><u>Growing & Changing</u></p> <p>Seasons Life stages for plants, animals and humans Human life stage: who will I be? Where do babies come from? Getting bigger Me and my body</p>

Prime Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
Gross Motor Skills	Further develop the skills they need to manage the school day successfully; lining up, mealtimes, personal hygiene. Move around safely, follow instructions and stop safely. Develop control of equipment, playing safely, following a path and taking turns.	Revise and refine the fundamental movementskills they have already acquired: rolling, crawling, walking, jumping, running hopping, skipping, climbing. To ride a balance bike (Lancashire cycle scheme)	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Develop rocking androlling.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, eating, tooth brushing, sensible amounts of ‘screen time,’ having a good sleep routine, being a safe pedestrian. Develop balance, jumping from height and landing safely.	Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurateand efficient. Exploring movement, pathways, shapes, expressing ideas, copying, linking and repeating actions. Exploring apparatus and create sequences.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop accuracy when throwing, keeping score, following instructions and striking a ball. To work co-operatively as a team and to play by the rules. Create short sequences using shapes, balances and travelling actions.
Scheme of Work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Units	Fundamental Movement Skills	How to catch a Star FMS	Space FMS	Rosie’s Walk FMS	Transport FMS	Seaside FMS

Specific Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
See separate, more detailed long-term plan broken down for: <ul style="list-style-type: none"> ▪ Comprehension ▪ Word Reading. ▪ Composition ▪ Phonics. ▪ Writing. ▪ Spelling. ▪ Handwriting. 	Recognise letters in own name. Beginning to say the sounds for individual letters. Blending and segmenting orally.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the RWI phonics programme.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary Read a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write simple sentences with a capital letter and full stop.	Write short sentences with words with known letter-sound correspondence and a capital letter, finger spaces and full stop. Re-read what they have written to check it makes sense.
Phonics	Set 1A & B	Set 1C	Ditties	Red Ditty	Green	Purple
	RWI Set 1 whole class Introduce Set 1 sounds m a s d t i n p g o c k u b f e l h r j v w x y z	RWI Differentiated groups Set 1 Recap any single sounds form previous half term that show gaps in learning Blending using single letter set 1 sounds	RWI Differentiated groups Set 1 special friends sh th ch qu ng nk	RWI Differentiated groups Recap RWI Set 1 Special Friends sh th ch qu ng nk Secure blending of words containing these sounds	RWI Differentiated groups Recap RWI Set 1 sound gaps. Teach blending of words containing consonant blends	RWI Differentiated groups Introduce Set 2 sounds ay ee igh ow oo oo ar or air ir ou oy Teach reading of words containing Set 2 sounds. Build speed of reading words containing Set 1 sounds.

Specific Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	<p>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 the 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.</p>					
	Two week baseline. Matching, sorting and comparing. Numbers 1,2,3 Money Time Shape	Numbers 4, 5, 6 Money Time Shape Early doubling	Number 5, 6, 7 Money Time Shape Early doubling	Number 7, 8, 9, 10 Halving Doubling Sharing	Numbers 10, 11, 12, 13, 14, 15 Money, time, shape Halving Doubling Sharing.	Numbers 16, 17, 18, 19, 20 Money, time, shape Halving Doubling Sharing.

Specific Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – 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 of 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.					
	Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside. Look and similarities and differences Seaside, Queen’s life linked to the Jubilee Picture News weekly focus.					
	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Talk about local environments	Recognise that people have different beliefs and celebrate special times in different ways. Compare and contrast figures from the past e.g Guy Fawkes. Comment on images of familiar situations in the past.	Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. Talk about experiences at different points in the year. Comparing places on google Earth.	Draw information from a simple map. Explore the natural world around them.	Show an interest in occupations Comment on images of familiar situations in the past.	Understand that some places are special to members of their community. Compare and contrast characters in stories, including figures from the past. Discuss how we care for the natural world.
Science			Chemistry Objects and Materials	Biology Animals and Plants	Physics Light, Space, Electricity & Movement	Our Changing World The Local Environment
R.E Lancashire Scheme of work	Key Question: Why are some things special? Special Times: How and why do we celebrate? What times are special for different people and why?		Key Question: Why are some things special? Special stories: Why are some stories special? What special messages can we learn from stories?		Key Question: Why are some things special? Special Places: What is special about our world?	Key Question: Why are some things special? Special Places: What buildings and places are special to different people?

Specific Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts And Design	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 of 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.					
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.					
	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively sharing ideas, resources and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their ideas and responses.
Artists	Pablo Picasso	Jackson Pollock	Kandinsky	Andy Goldsworthy		Michelle Reader
Music Charanga Units	<p>Me</p> <ul style="list-style-type: none"> 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>My Stories</p> <ul style="list-style-type: none"> 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>Everyone!</p> <ul style="list-style-type: none"> 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 instruments within a song Share and perform the learning that has taken place 	<p>Our World</p> <ul style="list-style-type: none"> 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 instruments within a song Share and perform the learning that has taken place 	<p>Big Bear Funk</p> <ul style="list-style-type: none"> 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>Reflect, Rewind & Replay</p> <ul style="list-style-type: none"> Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place

General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>British Values</p> <p>Taught throughout the year.</p>	<p><u>Mutual Respect</u></p> <p>We are all unique we respect differences between different people and their beliefs. In our community, in this country and all around the world. All cultures are learned, respected and celebrated.</p> <p>Through valuing differences through stories and circle time discussions.</p>	<p><u>Mutual tolerance</u></p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs, and for those without faith.</p> <p>Through looking at special times in different religions.</p>	<p><u>Rule of Law</u></p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise we are accountable for our actions. We must work together as a team when it is necessary.</p> <p>Through Class charters drawn up with the children</p>	<p><u>Individual Liberty</u></p> <p>We all have the right to have our own views. We are all respected as individuals we feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p> <p>Involved in class discussions and activities.</p>	<p><u>Democracy</u></p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p> <p>Involved in class votes.</p>	<p><u>Recap all British Values</u></p> <p>Fundamental British values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British values are not exclusive to being British and are shared by other democratic countries.</p>
<p>Assessment Opportunities</p>	<p>Nursery assessment analysis</p> <p>Baseline data on entry</p> <p>National Baseline data within first 2 weeks.</p> <p>Baseline Analysis</p> <p>Phonic assessments</p> <p>Reviewing POPS</p> <p>EYFS team meetings.</p> <p>Parent's Evening</p>	<p>Ongoing assessments</p> <p>Phonics assessments</p> <p>Pupil Progress meetings</p> <p>Internal moderation with EYFS staff</p> <p>End of term report to parents</p> <p>Reviewing/writing POPS</p> <p>EYFS team meetings.</p>	<p>Ongoing assessments</p> <p>Phonics assessments</p> <p>Cluster moderation</p> <p>Parent's Evening</p> <p>Reviewing/writing POPS</p> <p>EYFS team meetings.</p>	<p>End of term assessments</p> <p>Phonic assessments</p> <p>Pupil progress meetings</p> <p>Internal moderation with EYFS staff</p> <p>Reviewing/writing POPS</p> <p>EYFS team meetings</p>	<p>Ongoing assessment</p> <p>Phonics assessments</p> <p>Cluster moderation.</p> <p>Parent's Evening</p> <p>Reviewing/writing POPS</p> <p>EYFS team meetings.</p>	<p>End of Year data capture</p> <p>End of term assessments</p> <p>Phonics assessments</p> <p>Pupil progress meetings</p> <p>End of Year Reports</p> <p>Transition with Year 1 teacher on data.</p> <p>EYFS team meetings</p>
<p>Parent Involvement</p>	<p>Seesaw</p> <p>Posts from home</p> <p>Awards from outside of school to share in celebration assembly</p> <p>Staggered Start Home/School Agreement</p> <p>Wow moments</p> <p>Welcome Meeting</p> <p>Parent's Evening</p>	<p>Seesaw</p> <p>Posts from home</p> <p>Awards from outside of school to share in celebration assembly</p> <p>Christmas Show</p> <p>Santa Dash</p> <p>Enterprise Event</p> <p>Stay and Play session</p> <p>Mystery Readers</p> <p>Parent workshop</p>	<p>Seesaw</p> <p>Posts from home</p> <p>Awards from outside of school to share in celebration assembly</p> <p>Parent's Evening</p> <p>Stay and Play session</p> <p>Mystery Readers</p> <p>Parent workshop</p>	<p>Seesaw</p> <p>Posts from home</p> <p>Awards from outside of school to share in celebration assembly</p> <p>Stay and Play session</p> <p>Mystery Readers</p> <p>Parent workshop</p>	<p>Seesaw</p> <p>Posts from home</p> <p>Awards from outside of school to share in celebration assembly</p> <p>Parent's Evening</p> <p>Stay and Play session</p> <p>Mystery Readers</p> <p>Parent workshop</p>	<p>Seesaw</p> <p>Posts from home</p> <p>Awards from outside of school to share in celebration assembly</p> <p>Summer celebration. Sports day.</p> <p>Mystery Readers</p> <p>Opportunity to meet Year 1 class teacher</p>

Listening Attention and Understanding		Speaking	
<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 wholeclass 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 		<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 & Emotional Development			
Self-Regulation		Managing Self	
<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. 		<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. 	
Building Relationships			
<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			
Gross Motor Skills		Fine Motor Skills	
<ul style="list-style-type: none"> 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. 		<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			
Comprehension		Word Reading	
<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. 		<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. 	
Writing			
<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. 			
Maths			
Number		Numerical Patterns	
<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. 		<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			
Past & Present		People, Culture & Communities	
<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>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	
The Natural World			
<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 & Design			
Creating with Materials		Being Imaginative & Expressive	
<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. 		<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. 	

