EYFS Curriculum Overview 2022-23 - Edgebury Primary School

Intent

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. At Edgebury, we provide a high-quality EYFS education giving children a secure and confident start to their school life. Our EYFS curriculum reflects our school values and aims to **challenge** children to become inquisitive, resilient, **respectful** individuals who are confident to express their ideas and ask questions. Children are given the **opportunity** to explore their interests and the world around them and be **creative** and imaginative in their play. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS statutory framework. We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education. A secure, safe and happy childhood is important in its own right and parental support and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow.

Implementation

Planning and provision in the EYFS at Edgebury provides:

- quality and consistency so that every child makes good progress and no child gets left behind
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- partnership between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported
- a curriculum that prepares our children for their educational journey at Edgebury promoting excellence through:

❖ **respect** – children are taught to respect each other, their teachers and other adults and their environment, both at school and in the wider world

❖ **opportunity** – children are taught to use opportunities presented to them to learn and deepen their understanding, they ask an answer questions and have a growth mindset approach to their learning.

❖ **creativity** – children have opportunities to explore creative arts, so that they can appreciate, explore and evaluate different forms of music, dancing, painting, poetry, sculpture, architecture and drama.

❖ **challenge** – children are taught to challenge themselves, to 'have a go' and develop a resilient attitude towards their learning.

The four guiding EYFS principles shape practice in our early year's setting:

1. **Every child is a unique child**, who is **constantly learning** and can be **resilient, capable**, **confident** and **self-assured**.
2. Children learn to be **strong and independent through positive relationships**.
3. Children learn and develop well in **enabling environments**, in which their **experiences respond to their individual needs** and there is a **strong partnership between practitioners and parents and/or carers.**
4. Learning and Development. We understand **children develop and learn in different ways and at different rates**. The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Teaching and Learning in the EYFS at Edgebury

At Edgebury we build close links with local nurseries which supports a smooth and settled transition into school. Our children are invited to visit school several times before they begin their reception year and we work hard to quickly form positive relationships with both parents and children.

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. At Edgebury, children learn by leading their own play, and by taking part in play which is guided by adults during well planned and organised continuous provision, which the children refer to as **'busy learning.'** Children also learn in whole class adult led learning and in small groups. We ensure a careful balance of adult and child led learning.

We promote a love of learning through real life experiences and opportunities to build on prior learning. Children learn in stimulating learning environments both indoors and outdoors. Teachers and teaching assistants stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

In the reception year, there is a focus on teaching the **essential skills and knowledge** in the specific areas of learning. This helps children to prepare for Year 1. Teachers plan learning opportunities in line with the progression guidance in Development Matters. The foundation for our curriculum and the learning experience is rooted in the 'Prime Areas' of the EYFS Framework: **Communication and Language; Personal, Social and Emotional Development** and **Physical Development.**

The four specific areas, **Literacy, Maths, Understanding the World**, and **Expressive Arts and Design**, will build on these firm foundations and ensure that **children are ready for the depth and breadth of our Key Stage 1 curriculum**. Systematic approaches to teaching reading to ensure all children learn to read. High quality phonics teaching is started as soon as children begin reception following the Success For All Phonics Scheme.

Our EYFS provision is planned for and evaluated against clear, ambitious goals that are set out in our School Improvement Plan. These are shared with all staff and monitored by the EYFS lead, senior leadership team and governors. This ensures that we challenge ourselves to celebrate, improve, adapt and innovate to meet the needs of our reception children each year.

Impact

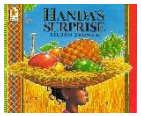
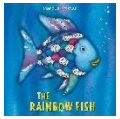
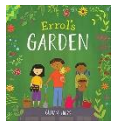
At Edgebury, our Reception children's first year at Primary school equips them with the **knowledge and skills for their next steps in Year 1 and** the percentage of children reaching a good level of development is in line with National figures. Our EYFS curriculum provides opportunities for all children to explore, **see themselves as a valuable individuals and a part of our school community** and **move into KS1 and beyond as inquisitive, creative and resilient learners**. Children **gain confidence** and leave Reception **having made good progress from their starting points across all curriculum areas**.







The following document sets out the key learning themes for each half term alongside the learning opportunities for each area of the curriculum. The Early Learning Goals are used to assess children at the end of the Summer Term and are included in this document solely as reference to the end of year expectations for our EYFS pupils.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	***What makes me special?***		***Air, Ground, Water***		***Journeys***	
Possible Learning Themes ***The themes will be adapted to allow the children's interests to flow through provision***	Starting school /my new class New Beginnings /My family/ All about me /What am I good at? How have I changed?/ Staying healthy / Food / Human body/People who help us / Careers/How do I make others feel?/ Being kind / Staying safe/Similarities and differences/What makes me ME? /Superheroes/Special people What celebrations have we experienced? Why do we celebrate? What and how do people celebrate? Birthdays Bonfire Night Diwali Christmas		Animals that we can see in the air Animals on the ground and minibeasts Animals in the water Where do different animals live? What kind of animals lived long ago? (Dinosaurs) Our favourite animals How do animals change as they grow? Letters to the zoo Plants and gardens – growing our own plants Plants we can eat – healthy food		Our own journeys – where are we now? Where and how do we travel? Everyday journeys Maps and plans Directions How can we use our bodies to travel in different ways around a space? Ways to travel/types of transport Floating and sinking How did people travel in the past? Holidays – where can we go on holiday? How will we get there? Can we find it on a map or globe? What would we pack? How are other countries different to where we live now? Space travel	
Power of reading Core Texts	**Owl Babies** **Handa's Surprise** **The Rainbow Fish** **Biscuit Bear**  		**Dear Zoo** **What the Ladybird Heard** **Alphonse, there's mud on the ceiling!** **Errol's Garden** 		**Whatever next!** **Astro Girl** **The Naughty Bus** **We're going on a bear hunt** 	
Supporting & Enhancing texts	Hello Friend You choose Titch Funnybones Non Fiction books – Senses, families, children of the world		The Very Hungry Caterpillar The Gigantic Turnip Oliver's Vegetables Blue Penguin The Gruffalo Non Fiction: Animals/Plants/Habitats/Growing		We're going on a lion hunt Lost and Found The Great Explorer Everywhere Bear Traditional Tales Non Fiction books: Transport, maps, Places	
Curriculum Enrichment & Cultural Capital	***Cultural Capital is the essential knowledge that children need to prepare them for their future success – in the world of work, in relationships forged throughout life and as a valued contributor to society. When beginning their primary school journey in the EYFS, many children arrive to school with different and sometimes more limited experiences than others. Therefore, our aim is to give children the knowledge and skills to prepare them for what comes next in their lives. This includes the relevant vocabulary needed throughout their education and the opportunity to link learning to real-world scenarios.***					
	Cooking Superhero Day Visit from a baby Firework Safety Black History Month Remembrance Day Recycling Week Road Safety Week Anti-bullying week World Kindness Day Universal Children's Day Autumn Walks Drama workshops Christmas Performance Visits from people who help us		Dinosaur& Fossil workshop Build habitats outside Winter and Spring Walks Bug Hunt Caterpillars Visit to the farm Visit from RSPCA or vet about caring for animals Safer Internet Day Chinese New Year Children's Mental Health Week World Book Day Science Week Autism Awareness Week		Trip to the library Local visits Food tasting – foods from around the world Teddy Bears Picnic Summer Walk Deaf Awareness Day Walk to school week World Environment Day International Day of families Healthy Eating Week	
Parent Partnerships - ongoing	**Parent readers** **Parents engaging with Evidence Me** **Parental support with homework and reading** **EYFS newsletter** **Termly Learning Conferences** **Daily meet and greet**					
Parent Partnerships- topic/term	**Home visits** **Transition into EYFS picnic** **Parent meetings** **Parents invited to Christmas Performance** **Parents invited to share different ways they celebrate**		**Edgebury Learning Conferences** **Book Fair**		**Reading Picnic – parents come and share books with their children** **Graduation** **Sports Day**	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	***What makes me special?***		***Air, Ground, Water***		***Journeys***	
Communication and Language Statutory Framework	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.					
Curriculum Coverage	• Learning and using new vocabulary linked to core texts and topic • Develop social phrases – meet and greet at the door each morning, phrases associated with school routine – please and thankyou, may I have, excuse me, etc • Listen to stories and begin to use the class book corner • Listen to songs and rhymes linked to topic – counting rhymes to 5, songs about ourselves and feelings e.g. if you're happy and you know it etc • Begin to make links between stories and own experiences e.g. Owl babies > feelings/families • Acting out stories using small world and role play resources. Retelling Handa's Surprise and Owl babies using pictures, models and puppets • Talking about likes and dislikes – food, interests • Sharing 'All about Me' bags • Children encouraged to explore both fiction and non-fiction texts through modelled play in the book corner and visits to the school library • Describing smells and tastes • Learning and performing lines for songs and performances in Christmas assembly		• Learning and using new vocabulary linked to core texts and topic • Using new or previously learnt vocabulary in different contexts – use of floor books and displays to refresh knowledge • Increasingly appropriate use of new and previously learnt vocabulary in imaginative role play scenarios • Learn and recite simple rhymes and poems linked to topic e.g. 5 little speckled frogs etc • Children engage with non-fiction texts about animals and plants • Children have access books/texts throughout provision to find ideas and information. English lessons provide exposure to both non-fiction and fiction texts • Consolidation of Autumn Term Learning		• Learning and using new vocabulary linked to core texts and topic • Retell stories in own words • Sequence stories using appropriate vocabulary • Engage with non-fiction texts about transport and travel • Use subject specific vocabulary appropriately and to add detail e.g. route, map, float, sink etc when describing learning • Learn and recite simple rhymes and poems linked to topic • Consolidation of Spring Learning	
End of Year Expectations	**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. **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 accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	***What makes me special?***		***Air, Ground, Water***		***Journeys***	
Personal, Social and Emotional Statutory Framework	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.					
Curriculum Coverage ***One Decision PSHE Scheme & Learning and Life Skills units used to support PSED curriculum and to link to whole school themes***	**One Decision Unit: Staying Safe** **One Decision Unit: Staying Healthy** • Introducing themselves and their families • Making new friends • See themselves as a valuable individual • Class rules – indoor and outdoor **(OD story: Yellow Play Fights)** • Identifying feelings about starting school • School routine – using the toilet/handwashing **(OD story :Yellow Learns About Germs)** • Healthy foods **(OD story: Green's Greens)** • How we look after ourselves: managing basic personal hygeine **(OD stories: Pink's Screen Time, Red visits the dentist, Orange brushes her teeth, Yellow's bedtime, Red needs the toilet)** • Introducing Zones of Regulation to talk about feelings using words such as sad, happy, worried, angry **(OD mindfulness videos: Managing anger, Managing worry)** • Road Safety **(OD stories: Purple the passenger, Blue explores road safety)** • Superhero Day – celebrating ourselves and celebrating differences **(OD stories: Pink's Screen Time, Red visits the dentist, Orange brushes her teeth, Yellow's bedtime)**		**One Decision Unit: Relationships** **One Decision Unit: Being Responsible** • Develop appropriate ways of being assertive. • Express their feelings and consider the feelings of others. **(OD stories: Yellow play fights, OD mindfulness videos: Being Kind)** • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. **(OD stories: Blue learns to share, Blues best friend)** • Build constructive and respectful relationships. **(OD story: Yellow wants to play with orange, OD mindfulness videos: Managing Anger)** • Know and talk about the different factors that support their overall health and wellbeing: **(OD stories: Green's Greens, Red's Nut Allergy)** • Show sensitivity to their own and others needs. **(OD stories: Green gets glasses, Red's Hearing Aid, Why does Purple play differently, OD mindfulness videos: Being Kind)** • Identify and moderate their own feelings socially and emotionally		**One Decision Unit: Our World** **One Decision Unit: Change & Transitions** • Show resilience and perseverance in the face of challenge **(OD stories: Green is moving up a year)** • Identify and talk about feelings linked to transition (**OD stories: Green is moving up a year, Yellow goes on holiday OD mindfulness videos: Managing Worry**) • Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian linked to journeys and transport **(OD story: Blue Explores Road Safety, Purple the passenger)** • Identify and moderate their own feelings socially and emotionally
Learning and Life Skills Unit	**Learning together** **It's up to me**		**Becoming better learners** **Knowing me, knowing you**		**Think, Think, Think** **Speaking and listening**	
Ongoing One Decision units	**Feelings and Emotions** **OD stories: Pink goes to school, Blues best friend, Red needs the toilet, Pink misses mummy** **Computer and Online Safety** **Pink's Screen Time**		**Feelings and Emotions** **OD stories: Purple watches the news, Orange sleeps over, Pink feels sad,** **Computer and Online Safety** **Pink's Screen Time**		**Feelings and Emotions** **OD stories: Rainbow feels angry** **Computer and Online Safety** **Pink's Screen Time**	
End of Year Expectations	**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. **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. **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.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	***What makes me special?***		***Air, Ground, Water***		***Journeys***	
Literacy Statutory Framework	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).					
Curriculum Coverage	Develop their phonological awareness, so that they can; spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother – daily phonics sessions, selecting key words in class texts, games and songs Read individual letters by saying the sounds for them (Phase 2) Read some letter groups that each represent one sound and say sounds for them – taught through daily phonics sessions and revisited in guided group writing sessions and provision (Phase 2/3) Blend sounds into words, so they can read short words made up of known letter-sound correspondences (Phase 2) Write some letters accurately. Read some CEW words in line with the school's phonics programme (the, I, he, she, is, to, go, of, as, we, are, you, into) Write some letters accurately – daily phonics, big writing, sensory writing in sand/foam etc Begin to segment to spell simple cvc words by identifying the sounds and then writing the sound with letter/s based on the phonemes they have learned – writing opportunities in provision e.g. word hunts, writing labels and guided writing activities led by an adult. Engage in extended conversations about stories, learning new vocabulary – retell stories in their own words Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment		Read some letter groups that each represent one sound and say sounds for them – taught through daily phonics sessions and revisited in guided group writing sessions and provision. (Phase 3) Read some CEW words in line with the school's phonics programme (be, me, his, no, so, has, do, her, my, by, ask*, our, says, they, said, was, were, put, all, like, there) Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Begin to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Spell words by identifying the sounds and then writing the sound with letter/s. Write short captions and phrases with words with known sound-letter correspondences Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Consolidation of Autumn Term Learning		Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read some CEW words in line with the school's phonics programme (here, where, today, what, when, come, some, push, pull, friend, school, out, once, once, your, love, house, full, little) Spell words by identifying the sounds and then writing the sounds with letter/s. Blend sounds into words, so they can read short words made up of known letter-sound correspondences (Phase3/ 4). Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense Form lower-case and capital letters correctly. Consolidation of Spring Term Learning	
End of Year Expectations	**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 **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 blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some CE words **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					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	***What makes me special?***		***Air, Ground, Water***		***Journeys***	
Maths Statutory Framework	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.					
Curriculum Coverage ***White Rose Maths Scheme coverage*** ***Books to support maths learning to be available in Maths area, reading areas and shared at storytime***	**WR Unit: Getting to know you** Identify maths resources in and out of the classroom. Learn to select and tidy up maths resources. Talk about ourselves, ages, number of people in our families etc. Establish classroom routines referring to time of day, before and after etc **WR Unit: Just like me** Matching and comparing objects according to size and shape Describing features of shapes/objects/amounts Sorting objects that are the same and different and giving reasons for choices, creating rules/criteria Finding the odd one out and giving reasons Comparing amounts, size, mass, capacity Recognising and making patterns **WR Unit: It's me 1,2,3** Representing 1,2 and 3 using different apparatus Subitising and matching representations/objects to numerals in play and adult led activities Creating games in Physical development area e.g. throwing beanbags into hoops. Label/score Comparing and ordering – more, fewer Composition of numbers – explore different ways of partitioning and representing 1,2 and 3 Circles and Triangles Positional Language **WR Unit: Light and Dark** Count and subitise and compare 4 and 5 Explore one more and one less – Construction building stair cases, using the bus to create journeys with children joining bus/getting off to calculate one more/one less Night and Day Shapes with 4 sides **Use construction, small world, loose parts and mark making to provide opportunities to use skills in busy learning.**		**WR Unit: Alive in Five** Understanding zero Comparing numbers to 5 – use sand and small world to make and compare amounts Composition of 4 and 5 – water, construction, outdoor links in WR scheme of work. Comparing Mass – loose parts, post office role play Compare capacity – water, sand, role play, mud kitchen **WR Unit: Growing 6,7,8** Combining two amounts – Use loose parts to apply skills, model combining 2 amounts through whole class teaching e.g. fruit in bowls etc Making pairs – matching games, pairing socks, Length & height – Using toys, resources, small world and loose parts to compare length and height, set challenges in large construction areas outside etc Time (2) – Model time vocabulary through whole class input and play **WR Unit: Building 9 and 10** Counting to 9 & 10 Comparing numbers to 10 in play, loose parts, groups of children, lining up etc Bonds to 10 3-D shapes – Shape hunt, feely bag, matching games Spatial awareness Patterns **Use construction, small world, loose parts and mark making to provide opportunities to use skills in busy learning.**		**WR Unit: To 20 and beyond** Build numbers beyond 10 – Small world, loose parts Count patterns beyond 10 Spatial reasoning Match, rotate, manipulate **WR Unit: First, then, now** Adding more Taking away Spatial reasoning 2 Compose and decompose **WR Unit: Find my pattern** Doubling – Art prints, Numicon hunt to find and double, mirrors/barrier games Sharing & grouping – snacks, fruit, picnic role play Even & odd Spatial reasoning 3 Visualise and build **WR Unit: On the move** Deepening understanding/Patterns & relationships Dice, domino and bingo games as well as matching and comparison games. Regular opportunities to count to and from 10 e.g. on the carpet, lage construction, lining up etc. Matching items, building things that are the same/different to pictures. How are they the same or different? water /sand – which containers hold most/least Spatial mapping – Obstacle courses, mazes Mapping – Link to journeys topi. Simple maps of routes to the hall, journey to school etc **Use construction, small world, loose parts and mark making to provide opportunities to use skills in busy learning.**	
End of Year Expectations	**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 aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts **Numerical Patterns** Children at the expected level of development will: - Count confidently 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.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	***What makes me special?***		***Air, Ground, Water***		***Journeys***	
Understanding the World Statutory Framework	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 familiarity with words that support understanding. Enriching and widening children's vocabulary will support later reading comprehension.					
Curriculum Coverage	• Recognising signs of Autumn • Talking about families and recognising that all families are different. Bringing in photos of our families • Compare and contrast figures from stories and the past – Black History Month • Recognise that people have different beliefs and celebrate special times in different ways – link to Diwali and Christmas and their own experiences. • 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. • Comment on images of familiar situations in the past – compare pictures of homes in the past to children's homes now. What do we have at home? How is it different? • Sort photographs or objects into past and present with support. • Identify the role of different people in their community **Links to Discovery RE Curriculum** **Autumn 1: Special People** Key Question: What makes people special? Religions: Christianity, Judaism **Autumn 2: Christmas** Concept: Incarnation Key Question: What is Christmas? Religion: Christianity		• Understand the effect of changing seasons on the natural world around them. • Recognise and record signs of winter and spring – including observing plants and animals • Plant and grow seeds and understand what plants need to grow – class planting area, watering plants and seeds and observing how they change as they grow • Comment on the past through settings, characters and events encountered in books read in class and story-telling. • Talk about where they live, the places they visit and what is around them including plants/animals in their local area – spring and winter walks around the school • Confidently recall how Chinese New Year is celebrated and link to my own experiences • Explore ice and how it is formed and changed linked to arctic animals or winter/changing seasons • Explore animals that live in different environments – represent in small world and creative play **Links to Discovery RE Curriculum** **Spring 1: Celebrations** Key Question: How do people celebrate? Religions: Hinduism **Spring 2**: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity		• Draw information from a simple map • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non – fiction and maps. • Understand the effect of changing seasons on the natural world around them. • Comment on images of familiar situations in the past – compare pictures of transport in the past to now • Look at a non -fiction text and say what is past and present. • Describe immediate environment using knowledge from observation, discussion, stories, non -fiction texts and maps. • Know some similarities and differences between religious and cultural communities in this country, drawing on own experiences and what has been read in class. **Links to Discovery RE Curriculum** **Summer 1:** Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism **Summer 2:** Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism	
End of Year Expectations	**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; - Recall some important narratives, characters and figures from the past encountered in books read in class and storytelling. **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, 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. **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					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	***What makes me special?***		***Air, Ground, Water***		***Journeys***	
Expressive Arts and Design Statutory Framework	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					
Curriculum Coverage	• Opportunities for children to create self and family portraits using a range of mediums including paint and collage • Learning and singing well known nursery rhymes • Autumn Leaf rubbing • Natural collage using found items • Opportunities for children to respond to stories by creating pictures/models and sculptures • Engage in meaningful role-play and small world activities. • Learn new songs and perform within a group (Harvest, Christmas) • Provide opportunities to imitate movement in response to music. • Provide opportunities to sing songs, make music and dance, and experiment with ways of changing them **Links to Kapow Music Scheme** **Autumn 1: Exploring Sound:** Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment **Autumn 2: Celebration Music**: Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas		• Opportunities for children to create animal/plant/flower pictures and sculptures using a range of mediums including paint, crayons, modelling materials and collage • Re-enact narratives with familiar stories and given resources – acting out stories in role play areas and with puppets • Explore and engage in music making and dance performing solo or in groups – provide music opportunities outside. • Using salt dough to create dinosaur fossils • Natural collage – Spring, gardens • Temporary sculpture and collage using loose parts • Still life pictures – provide provocations inside and outside to encourage children to create own artwork **Links to Kapow Music Scheme** **Spring 1 and 2: Music and Movement** Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music		• Provide opportunities for children to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function – landscapes, beach scenes, observational drawings within local area etc • Give children opportunities to share their creations, explaining the processes used e.g. circle time, art galleries etc • Children make use of props and materials when role-playing characters in narratives and stories In English lessons, carpet sessions, role play area provide opportunities for children to invent, adapt and recount narratives and stories with peers and teachers/TAs – pirates, space, travel agents • Children sing a range of well-known nursery rhymes and songs – revisit previously taught rhymes and learn songs linked to topic (pirate songs, space songs, songs about travel/journeys) • In PE, role play and provision provide opportunities for children to I perform songs, rhymes, poems and stories with others and try to move in time with music. **Links to Kapow Music Scheme** **Summer 1: Musical Stories** A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters. **Summer 2: Big Band** Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience	
End of Year Expectations	**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. **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					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	***What makes me special?***		***Air, Ground, Water***		***Journeys***	
Physical Development Statutory Framework	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, coordination 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, coordination 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					
Curriculum Coverage	**Physical Fine**: Model how to hold writing media correctly and give children plenty of opportunities to demonstrate this across the curriculum when asked. Write name, simple labels for pictures, family names etc Provide writing opportunities across the curriculum so that children can begin to write letters that can be recognised. Writing in role play, guided group writing, label construction pictures, writing own name, label pictures of friends/family/parts of shared stories, labelling food when discussing being healthy Provide fine motor activities both in and outdoors where children can make consecutive cuts with a forward motion of the scissors, without tearing the paper. Making lanterns for celebrations **Physical Gross** In outdoor provision and PE provide opportunities for children to: • draw lines and circles in the air and on the floor, balancing well and using whole arm and body. • to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • • to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. • In whole class sessions provide all children opportunities to sit on the carpet unaided for at least 10 minutes. • to sit correctly on a chair when prompted. GET SET 4 PE UNITS:		**Physical Fine** Through links with phonics and English curriculum most children should begin to form most of letters correctly, knowing where to start and finish. This should be consistently modelled and discussed during writing opportunities across the curriculum. Provide opportunities to thread a simple shape independently in outdoor creative play on large scales and on smaller scales indoors (dinosaurs, butterflies etc.) Opportunities for children to cut out lines with more than one direction change – cutting activities to be available in creative areas both in and outdoors. **Physical Gross** In outdoor provision and PE provide opportunities for children to: • travel with confidence and skill around, under, over and through balancing and climbing equipment. • to throw equipment at a target. • to jump off a step and land on the floor with two feet and bended knees. • to show increasing control over an object in pushing, patting, throwing, catching or kicking it. GET SET 4 PE UNITS:		**Physical Fine** Continue to model how to hold a pencil effectively in preparation for fluent writing – using the tripod grip. Regular reminders for children to do this and demonstrate this in all writing where able Provide opportunities for children to use a range of tools, including scissors, paintbrushes and cutlery in creative areas and role play and cooking activities. Children should be beginning to show accuracy and care when drawing – provide cross curricular opportunities for drawing and writing for a range of purposes e.g. lists, postcards, letters, labels, drawing and labelling simple maps, pictures of different vehicles, drawing and labelling plans for construction, both small and large scale. **Physical Gross** In outdoor provision and PE provide opportunities for children to: • Negotiate space and obstacles safely with consideration for themselves and others • demonstrate strength, balance and co ordination when playing • move energetically, such as running, jumping, dancing, hopping, skipping and climbing GET SET 4 PE UNITS:	
End of Year Expectations	**Gross Motor Skills** 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 **Fine Motor Skills** 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					