



EYFS Curriculum Overview/long Term Plan for Ashbeach Primary School



Ashbeach Primary School EYFS Curriculum Vision -Intent

At Ashbeach Primary School we recognise that a child's experiences up to the age of five has a huge impact on their future life. We treat children as the individuals they are, celebrating their differences and their strengths, supporting their needs and enabling them to reach their full potential. As a result, our curriculums and daily practice are flexible, responsive and ambitious, taking into consideration the three Characteristics of Effective Learning: playing and exploring, active learning and creating and thinking critically. Our curriculum is based upon the Educational Programmes set out in the statutory EYFS Framework (2021) and supported by the non-statutory guidance of Development Matters (2021) alongside knowledge of our children, families and local communities. This knowledge is interwoven in the seven Areas of Learning and Development, to ensure progress towards meeting our end of year curriculum goals and the Early Learning Goals (ELGs) by the end of the Reception year and appropriately prepare them for Year one. We aim to give our children the best possible start. The themes throughout our curriculum will enable our children to understand the varying attitudes, customs, and traditions within our local area and wider world. This curriculum is ambitious for every child because all children deserve to have an equal chance of success. At Ashbeach we understand that our children are powerful learners, we strive to ensure that every child can make progress in their learning, through a mixture of adult direct lesson, adult initiated support, and children's play.

Educational Programmes

Prime Areas		Specific Areas				
<p>Communication & Language</p> <p>We understand that the development of children's spoken language underpins all seven areas of learning and development. Therefore, communication and language is an integral part of our teaching, learning and environment.</p> <p>Through meaningful and responsive interactions with adults, children develop communication skills, explore and extend vocabulary, and have shared experiences in order to deepen their understanding.</p>	<p>Personal, Social & Emotional</p> <p>Children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.</p> <p>Our learning environment and daily routines are designed to promote happiness, independence, security and self-regulation. Children will be supported to manage their own emotions, persist and wait their turn as well as effectively directing their attention.</p> <p>Modelling good behaviour and reflective discussions, alongside the class rules, enable children to develop an</p>	<p>Physical</p> <p>Children are taught the importance of regular exercise and its effect on our physical, mental and emotional wellbeing.</p> <p>They take part in regular PE lessons, which includes many opportunities such as, gymnastics, team games and athletics. Children spend time developing key skills such as balance and coordination, as well as spatial awareness.</p> <p>Throughout the school day, children remain active and engaged in many activities, both developing gross motor skills as well as their fine motor skills.</p>	<p>Literacy</p> <p>Phonics is taught via Little Wandle, an accredited Systematic Synthetic Phonics Programme (SSP). It is delivered via whole class teaching alongside smaller group sessions. Group reading books are used to develop decoding, prosody and comprehension. Children are also expected to read phonically decodable books and real books to develop a love of reading, fluency and broaden vocabulary, both at school and at home.</p> <p>A reading spine is used in Reception and across school to expose children to a variety of</p>	<p>Mathematical</p> <p>Maths is all around us! Children learn about it through play and daily experiences in meaningful ways. They actively learn to sort, explore, compare, count, calculate, describe, subitise and manipulate numbers through the resources and activities in their environment.</p> <p>They learn to become creative, critical thinkers, problem solvers and brave learners. Additionally, maths is explicitly taught daily as a short whole class session using NCETM- mastering number and followed up with group work within the environment.</p>	<p>Understanding the World</p> <p>Children are given experiences to help develop their awareness, understanding, respect and appreciation of a world around them. The vast outdoor area within our school environment will help them to observe and discover seasonal changes in the world we live in.</p> <p>Children learn about similarities and differences in cultures and customs through visits from family and community members. We all tell our own stories and use books to learn about others and expand vocabulary.</p> <p>We provide opportunities to participate in visits away from the school site, to enhance all children's knowledge and</p>	<p>Expressive Arts & Design</p> <p>We believe that creative expression is an important tool for developing children's self-esteem, confidence, and individuality.</p> <p>We provide children with a range of opportunities to develop and enhance their artistic and cultural awareness, Children will use a variety of resources and tools to facilitate this in their art, construction small world and role-play. Through this, the children will develop their vocabulary, understanding, imagination and self-expression.</p> <p>The children engage in regular singing and musical activities, developing the skills to appreciate,</p>

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<p>By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners build children's language effectively.</p> <p>Direct vocabulary teaching using Word Aware exposes the children to a range of words and their context. Colour Semantics is used alongside to develop oral sentence construction.</p> <p>Regularly sharing stories, non-fiction, rhyme and poems gives the children extensive opportunities to use and embed new words in a range of contexts and develop their comprehension skills.</p>	<p>understanding of themselves and others, and supports the development of strong and positive relationships. Independence in learning and self-care are vital in developing resilience and a positive sense of self.</p> <p>Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</p>	<p>They are given opportunities to develop these through a range of resources, tools, activities and structured feedback during continuous provision.</p> <p>At the beginning of the year, two strategies are employed to develop children's strength Children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.</p> <p>Our learning environment and daily routines are designed to promote happiness, independence, security and self-regulation. Children will be supported to manage their own emotions, persist and wait their turn as well as effectively directing their attention.</p>	<p>texts and authors whilst developing a culture of reading for pleasure. The texts enhance our curriculum and provide the children with great opportunities to retell stories, discuss characters and key events, build on their own real-life experiences and most importantly, support children to become confident, happy and enthusiastic readers and writers.</p> <p>Writing resources are incorporated throughout the environment to encourage spontaneous mark making; children's attempts and creativity are celebrated. We inspire and encourage children to write independently following whole class or group literacy sessions where ideas are modelled, shared.</p>	<p>Following a mastery approach-White Rose, children use a combination of concrete objects, pictorial representations, and abstract ideas to develop reasoning and problem solving skills and ultimately deepen their understanding.</p>	<p>understanding, broadening it further.</p>	<p>understand and respond to what they hear.</p>
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		<p>Modelling good behaviour and reflective discussions, alongside the class rules, enable children to develop an understanding of themselves and others, and supports the development of strong and positive relationships. Independence in learning and self-care are vital in developing resilience and a positive sense of self.</p> <p>Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. and dexterity: daily 'Squiggle whilst you Wiggle' and then 'Funky Fingers-Dough Disco' which aids the development of handwriting.</p>				
Curriculum Goals						

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<ul style="list-style-type: none"> • ASK a relevant question, make a relevant comment • CONVERSE in a back-and-forth exchange with friends & teachers • EXPRESS openly about themselves and who they are 	<ul style="list-style-type: none"> • Show EMPATHY to others • Show ENDEAVOUR towards their learning • Show COURAGE to aim high and embrace challenge • Show CURIOSITY about the world around them 	<ul style="list-style-type: none"> • To HANDLE and MANIPULATE tools with confidence • To HOLD and CONTROL a pencil effectively • To demonstrate good COORDINATION within physical activities • To NEGOTIATE space successfully 	<ul style="list-style-type: none"> • TALK about favourite stories • Use VOCABULARY from core class texts • Fluently READ a book consistent with their phonic knowledge • WRITE simple sentences that they can read and can be read by others 	<ul style="list-style-type: none"> • UNDERSTAND in depth numbers to 10, including number bonds • SUBITISE quantities to 10 • RECOGNISE the pattern of the counting system • COMPARE quantities in different contexts • EXPLAIN, REASON & PROBLEM SOLVE using numbers to 10 	<ul style="list-style-type: none"> • KNOW the people who are there to help them • CARE and RESPECT for living things • APPRECIATE and RESPECT different religious and cultural communities locally and around the world • To RECOGNISE and COMPARE similarities and differences in the world around us 	<ul style="list-style-type: none"> • EXPRESS themselves in a variety of ways • PERFORM a story, song, poem or rhyme to an audience • INVENT and ADAPT their own ideas • RETELL stories, poems and rhymes through play
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	All about us	Terrific Tales	Out of this world	Where in the world	Growing	Through the magic mirror
LINES OF ENQUIRY NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	I WONDER HOW THE STORY WILL END? Starting school / getting to know my new class Our favourite toys Fairytale stories Goodies and baddies Homes-Explore the Fens and where we live and our local area Magic and fantasy /Castles Orally retelling stories Superheroes	I WONDER HOW WE'LL GET THERE? Transport old and new How things move Holiday destinations Fast and slow Keeping safe on the roads Imaginary and real journeys.	I WONDER WHY IT LOOKS LIKE THAT? Wild animals that live in Africa African habitats Camouflage African culture Look at the city-London compared to the Fens.	I WONDER WHERE IT COMES FROM? Healthy eating Food groups Benefits of exercise Origins of food Recipes and cooking.	I WONDER WHAT A REFLECTION IS? Reflections Mirrors Photography Symmetry Self portraits Reflecting on our year— Transition.	
POSSIBLE TEXTS AND STORIES-READING SPINE	Traditional tales and alternative versions. We're going on a bear hunt The Gruffalo Badness for beginners Who's been eating my porridge Help! The wolf is coming. Big bad pig. The mixed up fairytales The cave Farmer Duck Stickman Supertato series Jack Frost	Mr Gumpy's outing Mrs Armitage on Wheels The Naughty Bus The hundred double decker bus The train ride We all go travelling by Wings, Wheels and other things Mr Gumpy's motor car All kinds of transport Journey.	Dear Zoo Giraffe's can't dance The bear and the piano The Tiger who comes to tea Mama Panya's Pancakes The Lion who wanted to love Handa's surprise Handa's hen	Oliver's vegetables Oliver's fruit salad Jasper's beanstalk Rosie's walk The Very Hungry Caterpillar Six Dinner Sid	Through the magic mirror Sharing a shell How to catch a star Owl babies On the way home	

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ENRICHMENT OPPORTUNITIES / KEY EVENTS	European Day of Languages Remembrance Day Harvest Time Halloween	Guy Fawkes / Bonfire Night Christmas Diwali Hannukah Black History Month Remembrance day Road Safety Children in Need Anti- Bullying Week Nursery rhyme week	Chinese New Year Lent Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Visit to the museum	Pancake Day Easter time Nature Scavenger Hunt Mother's Day Queen's Birthday Science Week Easter Possible school trip to the zoo-Hamerton.	Start of Ramadan Eid	Father's Day Heathy Eating Week World Environment Day
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AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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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>
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OVER ARCHING PRINCIPLES

Unique Child

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

Positive Relationships

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

Enabling environments

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

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

PLAY

At Ashbeach Primary School we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL	I WONDER HOW THE STORY WILL END?		I WONDER HOW WE'LL GET THERE?	I WONDER WHY IT LOOKS LIKE THAT?	I WONDER WHERE IT COMES FROM?	I WONDER WHAT A REFLECTION IS?
OUR BRITISH VALUES ASSEMBLIES PSHE CIRCLE TIMES PICTURE NEWS We will 'dip in and out of each area' each term as and when we need to.	<p>Mutual respect</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.</p> <p>All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance</p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p> <p>Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Rule of law</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 that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Individual liberty</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>Democracy</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>Recap all British Values</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.</p> <p>Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
SUMMATIVE ASSESSMENT OPPORTUNITIES	<p>Analyse Nursery Data In-house - Baseline data on entry</p> <p>National Baseline data by end of term</p> <p>Baseline analysis</p> <p>Little Wandle assessments</p> <p>Baseline assessment</p> <p>Will you tell me a story baseline</p> <p>Name write</p>	<p>End of term data and analysis</p> <p>PP meetings</p> <p>EYFS team meetings</p> <p>In house moderation</p> <p>Will you tell me a story Autumn 2</p>	<p>GLD Projections for EOY</p> <p>Moderation</p> <p>EYFS team meetings</p> <p>Phase meeting and internal moderations</p>	<p>End of term data and analysis</p> <p>PP meetings</p> <p>EYFS team meetings</p> <p>Will you tell me a story Spring 2</p>	<p>Moderation</p> <p>EYFS team meetings</p>	<p>End of year data and analysis</p> <p>PP meetings</p> <p>EYFS team meetings</p> <p>EOY data</p> <p>Will you tell me a story Summer 2</p>

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PARENTAL INVOLVEMENT	Connect parents-website Wow moments Little Wandle Inc videos Class newsletter updates	Wow moments Little Wandle parents workshop Parents Evening	Wow moments Little Wandle workshop followed by Transport gallery.	Wow moments Parents Evening Maths workshop	Wow moments	Wow moments Summer report
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We recognise that all children are unique and special

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	I WONDER HOW THE STORY WILL END?		I WONDER HOW WE'LL GET THERE?	I WONDER WHY IT LOOKS LIKE THAT?	I WONDER WHERE IT COMES FROM?	I WONDER WHAT A REFLECTION IS?
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>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</p>						
DAILY STORY TIME	<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.</p> <p>Settling in activities Making friends Children talking about experiences that are familiar to them Rhyming and alliteration Shared stories Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” Word aware Speakwell toolkit</p>	<p>Develop vocabulary Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understands how to listen carefully and why listening is important – introducing talking partners. Use new vocabulary through the day. Carefully chosen stories to develop the children’s vocabulary. Word aware Speakwell toolkit</p>	<p>Using language well. Encourage and model the use of how and why questions during new time. Retelling a story with story language – provide puppets and props in CP. Encourage and model describing events Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Word aware Speakwell toolkit</p>	<p>Encourage and model the use of time connectives when children are retelling stories. Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during story time. Sustained focus when listening to a story Word aware Speakwell toolkit</p>	<p>Re-read some favourite stories/stories we have used in our learning to revisit and consolidate vocabulary and events – making our learning sticky! Word aware Speakwell toolkit</p>	<p>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, for example, places with different weather types, dinosaurs and seaside destinations. Model using the features of non-fiction books. Word aware Speakwell toolkit</p>

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<p>WRITING</p>	<p>Texts as a Stimulus: Elmer Owl Babies Tilda Tries Again Children will be experimenting with mark-making and writing patterns in a range of mediums. They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Children will begin to write letters from their names. Name writing practice.</p>	<p>Texts as a Stimulus: Christmas Story Rama and Sita The Gingerbread Man The Enormous Turnip Little Red Hen Tiger Who Came To Tea Labelling using initial sounds. Orally telling stories sometimes with adults acting as scribes Writing CVC words to label characters from the Little Red Hen and The enormous turnip. Writing simple captions about pictures from traditional tales e.g. it is a hen. Help children identify the sound that is tricky to spell. Sequence stories such as The Tiger that came to tea/Christmas story.</p>	<p>Texts as a Stimulus: The Snail and the Whale The Way Back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Whatever Next! How to Catch a Star The Way Back Home. Writing lists e.g. what would we pack to take to space? Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p>	<p>Texts as a Stimulus: The Bad Tempered Ladybird Aghh Spider! Giraffes Can't Dance Walking Through The Jungle Dear Zoo The Rainbow Fish Sharing a Shell Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences about animal facts/looking after animals and habitats.</p>	<p>Texts as a Stimulus: The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Tidy Someone Swallowed Stanley Drawing and labelling our own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Character descriptions. Write 2/3 sentences</p>	<p>Texts as a Stimulus: Through the magic mirror Sharing a shell How to catch a star Owl babies On the way home Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description.</p>
<p>WRITING</p>	<p>As part of Writing children are introduced to a 5 part story telling when reading and retelling stories. This will be used during our Literacy sessions, independent learning. 5-part story: Once upon a time, First/then/next, But/unfortunately, So/luckily, Finally,....happily ever after</p>					

We understand that children will make progress at different times. There is no right time... they will progress when they are ready.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WONDER HOW THE STORY WILL END?		WONDER HOW WE'LL GET THERE?	WONDER WHY IT LOOKS LIKE THAT?	WONDER WHERE IT COMES FROM?	WONDER WHAT A REFLECTION IS?
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT MANAGING SELF	<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>					
PSHE CAMBS SCHEME	<u>Me and my relationships</u> <ul style="list-style-type: none"> All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2) 	<u>Valuing differences</u> <ul style="list-style-type: none"> I'm special, you're special Same and different Same and different families Same and different homes I am caring (formerly Kind and caring -1) Kind and caring (2) 	<u>Keeping myself safe</u> <ul style="list-style-type: none"> What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe 	<u>Rights and responsibilities</u> <ul style="list-style-type: none"> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe 	<u>Being my best</u> <ul style="list-style-type: none"> Bouncing back when things go wrong Yes, I can! Healthy eating (1) Healthy eating (2) Move your body A good night's sleep 	<u>Growing and changing</u> <ul style="list-style-type: none"> Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys

SELF - REGULATION	<p>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> <ul style="list-style-type: none"> -Controlling own feelings and behaviours -Applying personalised strategies to return to a state of calm -Being able to curb impulsive behaviours <ul style="list-style-type: none"> -Being able to concentrate on a task -Being able to ignore distractions -Behaving in ways that are pro-social <ul style="list-style-type: none"> -Planning -Thinking before acting -Delaying gratification -Persisting in the face of difficulty. 	<p>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop selfregulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</p>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	I WONDER HOW THE STORY WILL END?		I WONDER HOW WE’LL GET THERE?	I WONDER WHY IT LOOKS LIKE THAT?	I WONDER WHERE IT COMES FROM?	I WONDER WHAT A REFLECTION IS?

<p>PHYSICAL DEVELOPMENT</p>	<p>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.</p>					
<p>FINE MOTOR Daily opportunities for Fine Motor Activities</p> <p>Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Pre writing shapes Teach and model correct letter formation. Cut along a straight line with scissors.</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed.</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Start to cut along a curved line, like a circle.</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Form letters correctly Start to colour inside the lines of a picture. Start to draw pictures that are recognisable. Build things with smaller linking blocks, such as Duplo or Lego.</p>
<p>GROSS MOTOR Daily opportunities for Gross Motor Development</p>	<p>Cooperation games including parachute games. Climbing using the outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Ball skills- throwing and catching. Crates play- balancing and climbing. Hula hoops for skipping in outside area</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.</p>	<p>Balance- children moving with confidence Dance related activities in the stage area. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music</p>	<p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics. Balance.</p>

PE	Physical literacy	Gymnastics	Dance	Gymnastics	Games	Athletics
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We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WONDER HOW THE STORY WILL END?		WONDER HOW WE’LL GET THERE?	WONDER WHY IT LOOKS LIKE THAT?	WONDER WHERE IT COMES FROM?	WONDER WHAT A REFLECTION IS?
LITERACY	<p>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)</p>					
COMPREHENSION	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds. Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations</p> <p>Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.</p> <p>Retelling stories using images and Pie Corbett Actions to retell the story – Story Maps.</p> <p>Retelling of stories.</p> <p>Editing of story maps and orally retelling new stories.</p> <p>Non-Fiction focus</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books.</p>	<p>Making up stories with themselves as the main character.</p> <p>Play is influenced by experience of books (small world, role play).</p> <p>Predict and anticipate key events based on illustrations, story content and title</p> <p>Understand the structure of a nonfiction book is different to a fiction book.</p> <p>Encourage children to record stories through picture drawing/mark making for LAs.</p> <p>Use picture clues to help read a simple text.</p> <p>Read simple phrases and sentences made up of words with known letter –sound correspondences and, where necessary, a few exception words.</p>	<p>They develop their own narratives and explanations by connecting ideas or events,</p> <p>Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why.</p> <p>Independently access the features of a non-fiction book.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day.</p>	<p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Respond to questions about how and why something is happening.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustration.</p> <p>Talk about themes of simple texts e.g. perseverance, good vs evil.</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p> <p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p>
<p>COMPREHENSION</p> <p>Developing a passion for reading</p> <p>Children will have opportunities to visit the library/read to an adult and change their reading books per week and read to an adult daily Little Wandle.</p>						

<p>WORD READING</p> <p>Children will practice word reading during phonics lessons, in independent learning in the continuous provision, while reading their reading books and practicing their set HFW</p>	<p>Little Wandle: Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p>Reading: Hear general sound discrimination and be able to orally blend and segment.</p>	<p>Little Wandle: Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Little Wandle: Consolidate skills as in Autumn 2. Recognise digraphs -sh, ch, th, qu, ng, nk consonant endings – ck, ll, ff etc Blend and segment known sounds for reading and spelling VC, CVC. Challenge CVCC Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Little Wandle: Consolidate Set 1 sounds. Know high-frequency common words (the, to, no, go, I). Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter – sound correspondences. Read a few common exception words matched to the school’s phonic programme.</p>	<p>Little Wandle: Consolidate set 1 sounds. Begin to know ay, ee, igh, oo. Consolidate previous tricky words. Begin to read tricky words he, she, we, me, be, said, of, was, my, by. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge. Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter –sound correspondences and, where necessary, a few exception words.</p>	<p>Little Wandle: Begin to learn set 2 sounds Read CVCC words Know adjacent consonants – st, sp etc Read tricky words you, your and all. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling Write longer sentences using phonic knowledge, write digraphs and trigraph Reading: Consolidation from previous half term Re-read what they ha.ve written to check that it makes sense.</p>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	I WONDER HOW THE STORY WILL END?		I WONDER HOW WE'LL GET THERE?	I WONDER WHY IT LOOKS LIKE THAT?	I WONDER WHERE IT COMES FROM?	I WONDER WHAT A REFLECTION IS?
WRITING	<p>Texts as a Stimulus: Goldilocks and the three bears (Finding tale) - Changing the characters</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Names Labels. Captions, Lists, Diagrams</p> <p>Messages – Create a Message centre!</p>	<p>Texts as a Stimulus: The three little pigs (Warning story) Sequence the story labelling The Gingerbread man (Non-Fiction) Instructions</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area,</p> <p>Instructions for making gingerbread men.</p> <p>Creating own story maps,</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p>	<p>Texts as a Stimulus: Mr Gumpy's outing (Journey story) - Changing the problem.</p> <p>Creating own story maps.</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context.</p>	<p>Texts as a Stimulus: Dear Zoo (wishing tale) - adjectives to describe characters</p> <p>Creating own story maps,</p> <p>Writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Labels and captions</p> <p>Character descriptions.</p> <p>Write 2 sentences</p>	<p>Texts as a Stimulus: Supertato (Defeating the baddie) - Changing the baddie and the problem</p> <p>Writing recipes, lists.</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly.</p> <p>Rhyming words.</p>	<p>Texts as a Stimulus: Through the Magic Mirror (Journey tale) - Changing the setting</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts Using familiar texts as a model for writing own stories.</p> <p>Write three sentences</p>
<p>Texts may change due to children's interests</p> <p>Only ask children to write sentences when they have sufficient knowledge of lettersound correspondences.</p>						

We will encourage children's independence and decision-making, supporting them to learn through their mistakes.

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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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>					
<p>Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</p>	<p>Getting to know you</p> <ul style="list-style-type: none"> • Opportunities for settling in • Introducing the areas of provision • Getting to know the children • Key times of the day and class routines. • Exploring continuous provision inside and out. Where do things belong, positional language. <p>Phase 1 — Just like me</p> <ul style="list-style-type: none"> • Matching and Sorting • Comparing size, mass, amounts, capacity • Exploring patterns 	<p>Phase 2 — It's me 1,2,3</p> <ul style="list-style-type: none"> • Representing 1,2,3 • Composition of 1,2,3 • Comparing 1,2,3 • Circles and triangles • Positional Language <p>Phase 3 — Light and Dark</p> <ul style="list-style-type: none"> • Representing numbers to 5 • Composition of 4,5 • Shapes with 4 sides/ Time 	<p>Phase 4 — Alive in 5</p> <ul style="list-style-type: none"> • Introducing 0 • Comparison to 5 • Comparison to 5 • Composition to 5 • Comparing mass (2 • Compare capacity <p>Phase 5 — Growing 6,7,8</p> <ul style="list-style-type: none"> • 6,7,8 • Making pairs • Combing two groups • Length and height • Time 	<p>Phase 6 — Building 9 + 10 • 9 + 10</p> <ul style="list-style-type: none"> • Comapring numbers to 10 • Number bonds to 10 • 3d shapes • Pattern <p>Spring consolidation</p>	<p>Phase 7 — To 20 and beyond</p> <ul style="list-style-type: none"> • Building numbers beyond 10 • Counting patterns beyond 10 • Spatial reasoning <p>Phase 8 — First, Then, Now</p> <ul style="list-style-type: none"> • Adding more • Taking away • Spatial reasoning 	<p>Phase 9 — Finding my pattern</p> <ul style="list-style-type: none"> • Doubling • Sharing and grouping • Even and odd • Spatial reasoning <p>Phase 10 — On the move</p> <ul style="list-style-type: none"> • Deepening understanding problem solving • Patterns and relationships • Spatial reasoning

Our educational method is grounded in the conviction that every individual is spiritual by nature and therefore possesses incredible capacity for learning and growth

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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UNDERSTANDING THE WORLD	<p>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.</p>					
Science History Geography	<ul style="list-style-type: none"> • Making porridge • European day of languages—exploring where we are from and maps • Children talking about events in their own life – things that have happened and things that will happen in the future • Looking at seasons— Autumn 	<ul style="list-style-type: none"> • Looking at types of houses—link to 3 pigs • Making Gingerbread men • Remembrance day— talking about the past • Seasons—Winter • Melting and freezing • Making potions • Megs car-past and present. 	<ul style="list-style-type: none"> • Seasons—Spring • Transport in the past • Holidays • Holocaust memorial • Pancake day • Floating and sinking 	<ul style="list-style-type: none"> • Life in this country vs other countries • Goggle Earth and world maps • Habitats and camouflage 	<ul style="list-style-type: none"> • Food groups • St Georges Day • VE day • Jubilee • Planting and growing • Seasons—Summer 	<ul style="list-style-type: none"> • GRT History month • Reflections • Life cycles • Rainbows/refractions • Types of water sources
Derbyshire and Derby city agreed syllabus for Religious Education 2020-2025 scheme.	<p>As well as the planned learning above there will also be incidental learning that will happen throughout the year which the children will experience. These will be led by the children and their interests both in school and from home.</p>					
	<p>Where do we belong?</p> <p>Special celebrations Harvest festival</p>	<p>What times are special and why?</p> <p>Special celebrations Diwali Hannukah Christmas</p>	<p>What is special about the world?</p> <p>Special celebrations Chinese New Year Shrove Tuesday / Ash Wednesday St David's Day</p>	<p>Which people are special and why?</p> <p>Special celebrations Holi Palm Sunday Easter Vaisakhi Start of Ramadan</p>	<p>Which places are special and why?</p> <p>Special celebrations Eid</p>	<p>What stories are special and why?</p> <p>Special celebrations Summer Solstice Eid</p>

Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.

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EXPRESSIVE ARTS AND DESIGN	<p>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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
Charanga music scheme	<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 • 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 • 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"> • 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 • Revisit Nursery and action rhymes previously learned • Riff-based composition • Share and perform the learning that has taken place

At the heart of education is a positive, synergistic relationship between the teacher and the student. This dynamic creates the environment for learning to take place.

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EXPRESSIVE ARTS AND DESIGN	<p>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>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<ul style="list-style-type: none"> Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects—Learning how to mix powder paint. Start to produce different patterns and textures from observations, imagination and illustrations. Produce lines of different thickness and tone using a pencil—drawing facial features Children begin to explore textures and how these can be changed.—Independent play dough station. Children explore emergent joining skills using glue sticks to combine materials. Cut shapes using scissors and other modelling tools. Develop simple patterns by using objects. 	<ul style="list-style-type: none"> Continue to develop and explore all previously taught skills. Continues to explore colour and how colours can be changed. Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.— Firework pictures Creates patterns and meaningful pictures when printing. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.—3 pigs houses Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Handles and manipulates materials such as threads, cottons, wool, raffia, grass— Christmas stockings 	<ul style="list-style-type: none"> Children continue to develop previously taught skills. Children explore mid/higher level joining skills by hole punching, using split pins and treasury tags, taping and using pegs— Deconstructive role-play joining with pegs and material. Children develop understanding of brackets and hinges.—Junk modelling transport. Children create and recreates patterns. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials— Deconstructive role-play making materials to support role-play. 	<ul style="list-style-type: none"> Children continue to develop previously taught skills during independent play. Exploring textures and pattern on animal skin. Show increasing knowledge of uses of tools, materials and techniques. Sorts, collects, discusses and pulls apart cloths and threads— African material Look and talk about what they have produced, describing simple techniques and media used—African artwork Creates collaboratively sharing resources ideas or skills.— African artwork. Children create with intention and share their processes— Mother’s day art work. 	<ul style="list-style-type: none"> Children continue to develop previously taught skills during independent play. Children select additional tools or materials to improve or change their work. Children join materials in a variety of ways—Creating a Super vegetable. Children use props to support role play. Children create with intention and share their processes— soups, smoothies Creative activities linked to the Queen’s Jubilee. 	<ul style="list-style-type: none"> ELG- Creating with materials - Safely use and explore a variety of materials, tools and techniques. Experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Make use of props and materials when role playing characters in narratives and stories. Children create with intention and share their processes— Father’s day art work

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EARLY LEARNING GOALS

End of Year Expectations - Holistic / Best Fit Judgement

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ART AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

