



Early Years Curriculum Overview – 2022/2023

This learning overview provides a guide into children's learning experiences in the Foundation Stage. We follow the Development Matters document ensuring that learning opportunities cover all the different areas and bands of the EYFS curriculum, allowing children's knowledge and skills to progress.

The learning opportunities continue to be enhanced and adapted throughout the year as children develop and build upon own unique experiences and interests. Through the continuous provision, children are given many opportunities for child-initiated investigation and play, developing the characteristics of effective learning. Learning is enhanced through rich, stimulating activities and opportunity to develop greater depth. Planning meets the needs of the children in the setting at the time, ensuring there is adequate challenge and WOW moments. Singing and playing games play a key part in our curriculum and children hear regular stories in class. We support children's vocabulary by making sure new and exciting words are introduced and we encourage children to speak in full sentences, which is part of the Mastery approach.

In Nursery continuous provision supports the prime areas and daily activities are put out and planned to support these. This will cover the whole EYFS curriculum, activities from all areas will be provided through teacher led and child initiated activities giving children chance to embed, explore and extend their learning. Next steps will be established as will children's interests enabling other activities to be provided to support these.

Assessment

Nursery - Baseline assessment within the first 6 weeks of the child starting (WELCOMM assessment used if required)

Reception - Baseline Assessment within the first 6 weeks of the child starting in Reception

Reception NELI assessment – Autumn 2



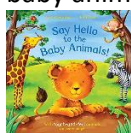
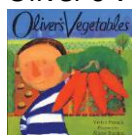
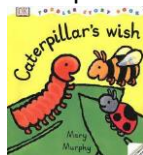
Phonics/Early reading skills – ongoing

Reception - PIRA/PUMA (Summer term)

End of EYFS – GLD outcomes

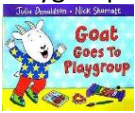


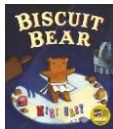
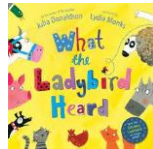
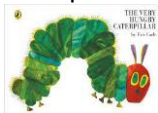
Children's progress tracked throughout the year/observations/learning journeys - progress meetings held each half term

Pre – Nursery Provision – 2 to 3 Year olds

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main themes (but not limited to)	Me and my family	Colours all around	Nursery Rhymes	Baby animals	Growing	In the garden
Possible lines of enquiry Use a range of picture books to talk to the children about and ask questions and build their vocabulary (texts are just ideas, others to be used as well)	Use pictures of the children as a starting point to create a little book	Blue Penguin 	Nursery rhymes 	Say Hello to the baby animals 	Oliver's Vegetables 	Caterpillar's Wish 
Maths	Action songs, counting songs and rhymes	Primary colours, sorting, matching and sequencing Counting songs	Pattern and shape Counting songs	Size, ordering Counting songs	More and less Counting songs	1:1 correspondence Counting songs
Communication Language and Literacy	Learning to sit and listen for short periods Talk about themselves and family Recognise pictures of the area/logos and talk about them	Talk about cold places what they are like using a picture and talk about clothing Answer questions about the weather Talk about penguins	Be able to join in repeated refrains in stories and Nursery rhymes Talk about the characters in rhymes and stories	Talk about the illustrations and respond to simple questions appropriately	Using the story as a starting point take part in related activities and talk about what they are doing	Talk about the story and who they characters are. Be able to give a simple description

Physical Development	Gross Motor Large clockwise and anti- clockwise movements-wands Fine Motor Using paint brushes of various sizes to paint picture of themselves/faces	Gross Motor Large movements outside with pavement chalk Fine Motor Brushes to paint ice Use crayons to draw a penguin	Gross Motor Squiggle whist you wiggle Fine Motor Cutting, around shapes	Gross Motor Squiggle whist you wiggle Fine Motor Threading, cutting and sticking	Gross Motor Use of bikes/trikes Fine Motor Mark making using a range of equipment	Gross Motor Use of bikes/trikes Use of large garden play equipment Fine Motor Mark making using a range of equipment
UTW	Comparing similarities and differences	Hot and cold Weather	Where are the characters in the rhymes? Different places	Finding out where animals live	Looking at plants and vegetables Planting	Looking at bugs closely, using magnifying glasses
Art and DT	Paint picture of themselves Hand prints	Use a range of craft items to decorate pictures and cards	Create pictures using shapes Make small models with boxes and cardboard tubes	Collage pictures using materials for texture	Printing using vegetable shapes	Making bugs using a range of materials that the children can choose from
PSED	Getting to know each other activities	Getting to know each other activities Opportunities to share with others	Opportunities to share with others, co-operate and collaborate	Co-operate and collaborate	Co-operate and collaborate Begin to use social stories to resolve conflict	Use social stories to resolve conflict
Trips, visits and experiences					Local area – shop to buy vegetables	Explore the woodland area

Nursery – 3 to 4 Year olds

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main themes (but not limited to)	Starting Nursery Ourselves Diwali	Pumpkin Patch Bonfire night Cold Weather Vs Hot Weather/places Christmas	Traditional Tales Rhymes	Bears	Get growing Farms	Mini Beasts Seaside
Possible lines of enquiry (These mini ideas within the themes may change or be replaced depending on child interest or fascinations)	Settling In – learning routines, rules, exploring setting etc All About Me – self-portraits, senses, our body. How we have grown. Who is in our family How we celebrate birthdays The local area. Where we live. Let's celebrate Diwali	Investigating Pumpkins, Fire safety, Fire station, Fireworks, Ice and snow, Cold places, animals that live there/What to wear Let's celebrate Christmas/Christmas Story	Activities based around different nursery rhymes Humpty Dumpty. Did he fall or was he pushed? Growing beans Building houses/materials Bridges Chinese New Year Foods/let's celebrate/Chinese objects and food tasting	Questions about the book, characters, relating to child's own experiences. Building the story and sequencing events. Responding to the characters.	Farms/farm animals and transport How does our food grow? Where does our food come from? Let's investigate different fruit and vegetables. Healthy Eating	Mini beast bug hunts. Fly or crawl? Changes. Be able to sequence the very hungry caterpillar story in the correct order What lives in the sea? What is at the seaside?
Suggested texts (other texts can be used)	Goat Goes to Playgroup 	Winnie The Witch 	Jack & the Beanstalk 	Biscuit Bear 	What the ladybird heard 	The Very Hungry Caterpillar 

	<p>Once there were giants</p>  <p>Kipper's Birthday</p> 	<p>The Littlest Yak</p>  <p>Elf on the shelf</p> 	<p>The three little pigs</p>  <p>The three Billy goats gruff</p>  <p>After the fall.</p> 	<p>This is the bear and the scary night.</p>  <p>We're going on a bear hunt.</p>  <p>Easter Story</p>	<p>A squash and a squeeze</p>  <p>The Runaway Pea</p> 	<p>What the ladybird heard at the seaside</p>  <p>Tiddler</p> 
<p>Maths</p> <p>EYFS Curriculum – Development Matters</p>	<p>Counting Songs</p> <p>Number Recognition</p> <p>Introduce one to one correspondence</p> <p>Explore 2D Shape</p> <p>Environmental Shapes</p> <p>Count number of children in family group altogether</p>	<p>Counting Songs</p> <p>Counting Groups of Objects (cardinal aspect of number)</p> <p>Number Recognition</p> <p>Number Matching</p> <p>Explore 2D Shape (properties of) E.g Can you tell me something about your shape?</p>	<p>Counting Songs</p> <p>Introduce fastest finger (Showing amounts to 5)</p> <p>Number Recognition</p> <p>Introduce Number Formation</p> <p>Counting from a pile</p>	<p>Counting Songs</p> <p>Fastest finger</p> <p>Number Recognition</p> <p>Number Formation</p> <p>Ordering Numbers 1-5</p> <p>Identifying 'More than' 'fewer than'</p>	<p>Counting Songs</p> <p>Number Recognition</p> <p>Missing Number 1-5</p> <p>Number Formation</p> <p>'More than', 'fewer than, same amount'</p> <p>5 frame consolidation (follow up activities)</p>	<p>Counting Songs</p> <p>Number Recognition</p> <p>Introduce 'one more'</p> <p>Number Formation</p> <p>Use all previous activities to embed knowledge</p>

	<p>Introduce days of the week</p>	<p>Sorting Objects into 2 groups</p> <p>Positional Language – follow instruction</p> <p>Count number of children in family group – How many girls/ How many boys?</p> <p>Maths week</p>	<p>Introduce 5 frame</p> <p>Subitising</p> <p>Identifying Patterns around us</p> <p>Shape Pictures (2D)</p> <p>Explore 3D Shape</p> <p>Positional Language – follow instruction and describe position.</p> <p>For our family group Comparing numbers - Are there more girls or boys? Are there less girls or boys</p> <p>What day was it yesterday?</p>	<p>Build on 5 frame use (with follow up activities)</p> <p>Subitising</p> <p>Numicon</p> <p>Repeating Patterns</p> <p>Size and Length Language</p> <p>Explore 3D Shape (properties of)</p> <p>Construct using 3D shapes</p> <p>Positional Language – Describe a familiar route</p>	<p>Numicon</p> <p>Repeating Patterns Using Everyday Objects</p> <p>Weight</p> <p>Size Language and Ordering by Size</p> <p>Shapes and Properties</p> <p>What day will it be tomorrow?</p> <p>Experiment with Mathematical marks and symbols</p>	<p>Reinforcing use of 5 and introduce 10 frames</p> <p>Capacity</p> <p>Experiment with Mathematical marks and symbols</p>
--	-----------------------------------	---	---	--	---	---

<p>Phonics</p> <p>Daily opportunities for singing and stories</p> <p>Daily activities inside and outside to mark-make</p>	<p>Phase 1 – Environmental Sounds. Listening to stories in small groups. Nursery Rhymes and Songs. Early mark-making opportunities using a variety of media. Dough Disco to build Fine Motor Skills. Cutting activities</p> <p>Phase 1 - Body Percussion. Instrumental Sounds & Sequences. Listening to stories in large groups. Joining in with key phrases, recall key events. Writing Dance Variety of mark-making activities & media</p>	<p>Phase 1 - Body Percussion. Hidden sounds. Nursery Rhymes & Songs.</p> <p>Phase 1 - Instrumental Sounds & Sequences Rhythm, following a beat Voice Sounds Clapping Syllables. Writing Patterns Ascribe Meaning to Marks Dough Disco to Build Fine Motor Skills Introduce the ‘Phonics Bug’ song ‘Squiggle while you wiggle’. Making snips in paper with scissors Dough Disco</p>	<p>Begin programme that integrates all aspects of Phase 1 Environmental Sounds. Body Percussion. Instrumental Rhythm and Beat Sequences Rhythm and Beat Sequences Alliteration Sequence Blending and Segmenting</p> <p>Name Tracing Ascribe Meaning to Marks</p>	<p>Phase 1 programme continued Name Tracing Ascribe Meaning to Marks Beginning to Recognise Print in the Environment Dough Disco to Build Fine Motor Skills</p>	<p>Phase 1 programme continued Name Tracing Ascribe Meaning to Marks Beginning to Recognise Print in the Environment Dough Disco to Build Fine Motor Skills</p> <p>Introduce Phase 2 – for children who are ready Grapheme Recognition Ascribe Meaning to Marks, Beginning to Write Names Can Recall Events in A Story, Begin to Predict What Might Happen Next Dough Disco to Build Fine Motor Skills</p>	<p>Phase 1 programme continued Name Tracing Ascribe Meaning to Marks Beginning to Recognise Print in the Environment Dough Disco to Build Fine Motor Skills</p> <p>Introduce Phase 2 – for children who are ready Grapheme Recognition Beginning to Write Names Can Recall Events in a Story, Begin to Predict What Might Happen Next Dough Disco to Build Fine Motor Skills</p>
--	--	--	---	--	--	--

--	--	--	--	--	--	--

<p>Communication and Language/Literacy</p> <p>Valued throughout the setting and supported as part of the daily offer</p> <p>Supported through daily routines /environment as well as small group and continuous provision</p>	<p>Look at photos of themselves and their teachers to talk about how they have changed</p> <p>Talk about what they could do when they was a baby and what they can do now</p> <p>Talk about how they celebrate birthdays and what they need to do to celebrate 'Kipper birthday'</p> <p>Share ideas and experiences</p> <p>Lets talk about Diwali. Introducing the story Rama and Sita.</p>	<p>Describe and talk about pumpkins</p> <p>Make up a group spell</p> <p>Fire Safety Talk (Possible fireman talk in school)</p> <p>Describe fireworks using words like whizz, bang, pop.</p> <p>Talk about Ice and snow</p> <p>Talk about weather and cold places what they are like and talk about suitable clothing (in contrast to when the weather is warm).</p> <p>Answer questions about the weather</p> <p>Retell some of the the Christmas story</p>	<p>Ask and answer questions about the story or rhymes</p> <p>Identify some of the rhyming words</p> <p>Describe the main parts of the tales</p> <p>Listen to and talk about ' Lets Celebrate Chinese New year'</p> <p>Talk about the main things they do to celebrate</p>	<p>Retell main parts of the story, talk about the characters in the books, describe what they see in the illustrations</p> <p>Send a message to the character</p> <p>Listen to others ideas and offer own ideas.</p> <p>Talk about day and night and nocturnal animals</p>	<p>Animal sounds</p> <p>Describe farm animals and their young name them</p> <p>Talk about the main parts of the story 'Story map'</p> <p>Talk about the visit to the farm. What things did you see? What was your favourite part?</p> <p>Describe the changes from the egg into the chick</p>	<p>Retell the story 'A very hungry caterpillar' using props</p> <p>Order the food using first, next, then</p> <p>Talk about the changes before turning into a caterpillar.</p> <p>Talk about what you know about the seaside. Have you ever been to the seaside? What is it like</p> <p>Talk about life in the ocean</p>
--	---	---	---	--	---	--

	<p>Using scissors to make birthday decorations</p> <p>Use of large crayons to a path for our large scale map</p>	<p>Use circular motions and shaving foam to make a melted snowman</p> <p>Cutting skills for Christmas decorations</p>		<p>Spreading and cutting activities – Make a sandwich for our picnic</p> <p>Letter formation in different media</p>		<p>cutting skills to make ocean animals</p> <p>Make a jelly fish</p> <p>Give the mermaid seaweed hair</p>
<p>UTW</p> <p>RE</p> <p>History</p>	<p>Ourselves</p> <p>Celebrate Diwali</p> <p>Understand their own history How they have changed from baby to child. How others have changed</p>	Celebrate Christmas	Chinese New Year Easter	<p>Old bear/New bear</p> <p>Differences between old and new</p> <p>Why was old bear put in the attic?</p>		Eid

Geography	To connect with local area identify places local to them using pictures	Cold places vs Hot places on the map What would you need if you went there? Weather		Different types of landscapes/feature River, cave, snowstorm, forest		Features of the seaside. Where is the seaside on a map? Seaside creatures
Science	Changes as we grow from baby to child What are we able to do now?	Change of state Snow and Ice Melting chocolate What makes things melt? How can we rescue the animals from the ice	Grow a beanstalk	Day and Night differences between Nocturnal animals Science week	Growing plants/flowers /veg What do they need to grow the best? Life cycle of a chick	Life cycle of a butterfly Investigating bugs/ sea creatures
Art and DT	Make class tree Birthday card Arty invitation Draw a road map on large paper to reflect local area. Paper lantern Clay diva Make a Diwali card	Paint pictures of fireworks Paint pumpkins Make a Pumpkin using paper strips Make a magic wand Paint ice Draw a penguin Make a Christmas card Melted snowman calendar Christmas decorations	Build a chair for baby bear Put Humpty together again Paint a spider Build houses from straw, sticks and bricks Make a boat that will float Draw a beanstalk	Paint and collage on to large paper to re create the bear hunt Paint pictures of bears Make something to help rescue old bear from the attic	Make hand print farm animals Draw farm a tractor (Using shapes) Paint pictures using fruit and veg Design a label for your plant Make a flower Make a chick using feathers Grow a garden in a tray (Small group)	Finger paint a caterpillar Draw the food he eats each day Paint a butterfly (Introduce symmetry) Make a ladybird Make a fish/jellyfish Beach Pictures Design an ice cream
PSED EYFS Curriculum Development Matters.	Opportunities to share with others turn take	Getting to know each other activities Opportunities to share with others	Through story books Resilience 'After the fall'	Social stories using puppets to resolve conflict	Being thankful and kind to others	Social stories using puppets to resolve conflict Opportunities to

	Making new friends/How to be a good friend Class rules and routines How others celebrate	Circle Time - Social stories to resolve conflict Resilience/ Keep Trying How others celebrate	Recognising own emotions and those in others Opportunities to co-operate and collaborate	Being Brave/Trying new things Opportunities to co-operate and collaborate	What is right and wrong (scenarios) Opportunities to co-operate and collaborate	co-operate and collaborate Telling the Truth Preparing for Reception
Cooking	Decorate a birthday cake for kipper	Chocolate sparklers Christmas biscuits	Porridge Easter Nest Cakes	sandwiches Bear shapes biscuits	Vegetable soup Milkshakes Orange Juice	Fruit skewers Apple Crumble
Trips, visits & Experiences	Visits to local area such as shop, post box, park Meet the postman. Meet the shop keeper	Family trip to see Santa/Santa by zoom Nativity	Possible trip to 'Wonderland' where the nursery rhymes live.	Visit to local park 'Teddy bears picnic' World book day Easter bonnet parade	Trip to the farm Egg/chick experience	Caterpillar to butterfly experience Sport Day Graduation

Reception – 4 to 5 Year olds

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main themes (but not limited to)	All about me. Dinosaurs	Julia Donaldson & celebrations	Superheroes Winter	Adventures above and under the clouds Transport	Plants and animals	Journeys
Possible lines of enquiry (These mini ideas within the themes may change or be replaced depending on child interest or fascination)	All about me, my family, houses and homes. Dinosaur egg, dinosaur footprints, VR dinosaur video	Diwali show & tell Bonfire night Gruffalo Christmas	Who trapped teddy? What is a hero? Winter/different types of weather.	What types of transport are there? What is in space?	Plants, exploring food (healthy food choices), gardening Summer, Mini beasts (insects), Nocturnal animals	Going on holiday. Send me a postcard! Seaside. Where in the world?
Key texts	Colour Monster The colour Monster goes to school Harry and the dinosaurs go to school Tom & the island of dinosaurs. I'm sure I saw a dinosaur How to grow a dinosaur	Diwali information books The Gruffalo (PoR) Gruffalo's Child Jack and the Flum Flum tree The smartest giant in town Stick Man Nativity Christmas Story	Elliot Midnight Superhero Supertato Supertato and the Valley of doom Superkid The Magic Paintbrush Chinese New Year-Non fiction The Great Race	The lighthouse Keepers lunch The train ride Astro girl (PoR) Lost and found Astronauts- non fiction Whatever Next The Train Ride Duck in the truck 100 Decker Bus Chick Life Cycle- non fiction	Farms-non fiction What the ladybird heard Aggh spiders (PoR) Mini beasts-non fiction Yucky worms (PoR) Tadpole to Frog Butterfly Life Cycle Superworm Bumblebear BEE Nocturnal animals-non-fiction	Handa's surprise Commotion in the Ocean Harold finds his voice Non-fiction - Africa/France/Australia/ Italy
PSED /UTW	- starting school	<u>Celebrating Difference</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u> - a balanced diet	<u>Relationships</u>	<u>Changing Me</u> - embracing change

<p>We support the children's PSED all the time in FS through activities planned but we also follow the Jigsaw Scheme to deliver discreet lessons each week</p>	<p><u>Being Me in My World</u> Respectful friendships / being safe How can we make other people feel welcome?</p> <p><u>SMILE</u> Introduce class puppets. Model sharing/taking turns</p>	<p>making friends</p> <p><u>SMILE</u> collaboration corner</p> <p>World kindness day</p>	<p>having a positive attitude Mental Well being What does it mean to feel proud?</p>	<p>Physical health & fitness /healthy eating. How do we stay healthy and safe?</p>	<p>- what makes a good relationship Relationships Caring friendships /families. How do we stop ourselves from being lonely?</p>	<p>Changing me Changing bodies /caring friendships. How do we feel when changes happen?</p>
<p>Physical development</p> <p>Gross motor skills covered via PE lessons & CI time</p> <p>Fine motor skills covered within discrete lessons and through child initiated/continuous prevision</p>	<p><i>Moving and using space</i> crawling, jumping, skipping, hopping, running (avoiding obstacles)</p> <p>Write dance/ dough disco</p>	<p><i>Dance</i></p> <p>Bollywood dancing Nativity dance yoga</p>	<p><i>Large equipment</i></p> <p>Health and safety Using the mats Moving in different ways</p>	<p><i>Ball skills</i></p> <p>Throwing, catching, kicking, passing</p>	<p><i>Tennis skills</i></p> <p>Holding a racket Passing using a racket</p>	<p><i>Athletics</i></p> <p>Team races Relay Sports day practise Introduce children to outdoor field</p>
<p>Communication and language</p> <p>Developed across the year during whole</p>	<p>Understand how to listen carefully and why listening is important.</p>	<p>Ask questions to find out more and to check they understand what</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Describe events in some detail Use talk to help work out problems and organise</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Retell the story once they have developed a deep familiarity with the text; some as exact</p>

group/ small group sessions and continuous provision	Engage in story times. Learn new vocabulary	has been said to them. Develop social phrases Engage in story times.	Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound.	thinking and activities explain how things work and why they might happen.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts Use new vocabulary through the day Learn rhymes, poems, and songs.	repetition and some in their own words. Use new vocabulary in different contexts.
Literacy Reading Taught through reading group sessions/phonics/ whole class literacy sessions	Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to	Comprehension: Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Talk about events, feelings, main characters, where a	Comprehension: Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play).	Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. 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.	Comprehension: Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, nonfiction, poetry)	Comprehension: 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. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary.

	<p>bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases.</p> <p>Word Reading: Hear general sound discrimination and be able to orally blend and segment.</p>	<p>story is set and recognise links to own life experiences.</p> <p>Word 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. Read a few common exception words matched to the school's phonic programme.</p>	<p>Word 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. Read a few common exception words matched to the school's phonic programme.</p>	<p>Independently access the features of a non-fiction book. Play influenced by experience of books. Innovate a well-known story with support.</p> <p>Word 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>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> <p>Word 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>Talk about themes of simple texts e.g. perseverance, good v evil.</p> <p>Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p>
--	---	---	--	--	---	--

<p>Literacy Writing-</p> <p>taught through key texts/topic/phonics (power of reading)</p> <p>(see progression statements)</p> <p>Emergent writing</p> <p>Composition</p> <p>Spelling</p> <p>Handwriting</p>	<p>Emergent writing:</p> <p>Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory</p> <p>Composition:</p> <p>Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p>	<p>Emergent writing:</p> <p>Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition:</p> <p>Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds.</p>	<p>Emergent writing:</p> <p>Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Emergent writing:</p> <p>Build words using letter sounds in writing.</p> <p>Composition:</p> <p>Use talk to organise describe events and experiences. Begin to write a simple sentence with support.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently.</p> <p>Handwriting:</p> <p>Holds a pencil effectively to form</p>	<p>Emergent writing:</p> <p>Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition:</p> <p>Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting:</p> <p>Form most lower-case letters correctly, starting and finishing in the right place, going</p>	<p>Emergent writing:</p> <p>Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g., what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts</p>
--	--	---	--	---	---	---

	<p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>		<p>recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>the right way round and correctly orientated. Include spaces between words</p>	<p>when writing more complex unknown words e.g., using Phase 4 CCVCC</p> <p>Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
Phonics	<p>Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p>Phase 2 Know grapheme phoneme</p>	<p>Phase 2 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. Know high-frequency common words (the, to, no, go).</p>	<p>Phase 2/3 Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings -ff, ll, ss. Know tricky words - the, to, and, no, go, I</p> <p>Blend and segment known sounds for reading and spelling VC, CVC, CVCC</p>	<p>Phase 2/3 Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu</p>	<p>Phase 3 Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air. Know vowel digraph er. Read tricky words they, her, all, are. Continue to apply knowledge of blending and</p>	<p>Phase 3/4 Consolidate phase 2 and 3 skills. Read CVCC words. Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr. Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend</p>

	<p>correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know high-frequency common words (the, to, no, go).</p>			<p>Know the 4 consonant digraphs – sh, th, ch, ng Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, he, she, we, me, be, was, my</p> <p>Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p>	<p>segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.</p>	<p>phonemes to read CVC words and segment CVC words for spelling.</p> <p>Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p>
Maths	<p>Numbers to 5 Sorting</p>	<p>Comparing groups within 5 Shape Change within 5 Number bonds to 5 Space-positional language</p>	<p>Numbers to 10 Comparing numbers within 10 Addition to 10 Number bonds to 10 Space and Shape</p>	<p>Measure Number bonds to 10 Subtraction Exploring Patterns</p>	<p>Counting on and counting back Numbers to 20 Numerical Patterns shape Measure Sorting Time Composition of number</p>	<p>Consolidation</p>

<p>UTW</p> <p>RE</p> <p>History</p> <p>Geography</p> <p>Science (using Snap Science/children's interests)</p> <p>Experiences Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events.</p>	<p>Studying our families and ourselves!</p> <p>Begin to make sense of their own life-story and their families' history. When were the dinosaurs alive? Past/present</p> <p>What is a volcano/ island?</p> <p>The effects of exercise on our body</p> <p>Scientific enquiry How do we know about dinosaurs?</p>	<p>Who celebrates Diwali/Christmas?</p> <p>How is Diwali/Christmas celebrated</p> <p>Snail & the Whale- What is an island? Where is the seaside?</p> <p>Gruffalo-Woodland animals. What animals live there?</p> <p>Finding out about mice/snakes/foxes/ owls</p>	<p>Chinese new year</p> <p>Objects and materials Winter weather changes Studying frost, snow, ice. Ice experiment: How can we make ice? How can we melt ice the quickest? .</p>	<p>Easter / spring changes (new life) People of the past: Jesus</p> <p>Light, space electricity and movement</p> <p>How does a car move?</p> <p>Different transport: Investigating</p>	<p>Animals and plants</p> <p>Building and investigating a bug</p>	<p>Where do we live? Map of the United Kingdom.</p> <p>Exploring maps / globes Tasting different foods from around the world</p> <p>Places around the world-Africa, France, Australia, Italy</p> <p>Which animals have stripes?</p>
--	--	--	---	--	---	---

<p>Continuous provision examples: Natural materials indoors and outdoors to explore, stone collections, magnetic construction, classroom IWB, ipads, desktop, beebots.</p>	<p>Our changing world Autumn changes Leaf study</p> <p>Mud Kitchen Investigation-making dinosaur soup</p> <p>Black History month</p>		<p>What is a hero? Who can you call for help? (police/firefighters / paramedics)</p>	<p>Gravity: Rocket launching Thrust: Bottle cap experiment. What is space food? What do astronauts do?</p> <p>Science week</p> <p>Chicks-life cycle of a chick</p> <p>What is inside an egg</p>	<p>hotel/wormery what does an earthworm do</p> <p>Nocturnal animals</p> <p>Planting: re-growing vegetables The needs of a plant experiment</p> <p>Growing plants / flowers: sunflower competition, growing a bean in a bag. Drawing plants and flowers</p>	
<p>EAD Experiences</p> <p>Art/DT/music</p>	<p>Self portraits Making hot air balloons</p> <p>Play dough dinosaurs</p> <p>Making boats</p>	<p>Clay divas Woodland drawings Colour mixing Henry Matisse</p> <p>Christmas craft</p> <p>Nativity songs/dances</p>	<p>Superhero masks Design a superhero</p> <p>Superhero models</p> <p>Chinese lanterns</p> <p>Role play-superhero head quarters</p>	<p>Mothers day/easter craft Moon rocks</p> <p>Design and create your own transport Balloon powered cars / rockets.</p>	<p>Building a bug hotel</p> <p>Music lessons</p> <p>Role play – seaside/</p>	<p>Fathers day craft</p> <p>African paintings Aboriginal art Eiffel tower sketches</p> <p>Role play- ice-cream shop</p>

	Role play-home corner /shop/dinosaur den	Role play-saree shop/Dressing up		Role play-airport/space ship		
Cooking	Dinosaur soup	Mango lassie Owl on toast Gruffalo crumble	Superhero fruit salad Pancakes Chinese noodles	Easter nest cupcakes Space biscuits	Turnip/vegetable soup	
Trips, visits & Experiences	Sharing family photos VR dinosaur video	Visit from Mrs Chauhan	Dragon dance	Chick eggs experience	Visit to the farm	