



Swaffham Primaries Partnership

Swaffham Bulbeck CE Primary School

EYFS Curriculum






Intent

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential'

EYFS Framework 2021

We believe that all children should be confident individuals, who have a positive sense of self and feel both secure and valued. We aim to provide them with a high quality early years education that develops firm foundations that can be built upon throughout their school journey and beyond. It is our intent that the children who enter our setting develop physically, verbally, emotionally, creatively, intellectually and spiritually, whilst embedding a positive attitude to learning, school and the wider community. We recognise that all children come into our setting with varied experiences and all staff work hard to ensure that there is an equality of learning opportunities provided to widen children's knowledge and understanding of the world, setting ambitious expectations for all. By the time children reach the end of their Reception year, they will have participated in an educational programme that covers the seven areas of learning and development (as set out by the Early Years Foundation Stage Framework), builds the Characteristics of Effective Learning (enabling them to continue on their learning journey throughout school) and provides them with a number of first-hand additional experiences.

By the end of children's time in the Early Years Foundation Stage (EYFS) we hope that all children will have had the following experiences with us. These experiences are either unique to our school setting or things that we feel all children should experience as part of their childhood, but also in the journey as a citizen within our country.

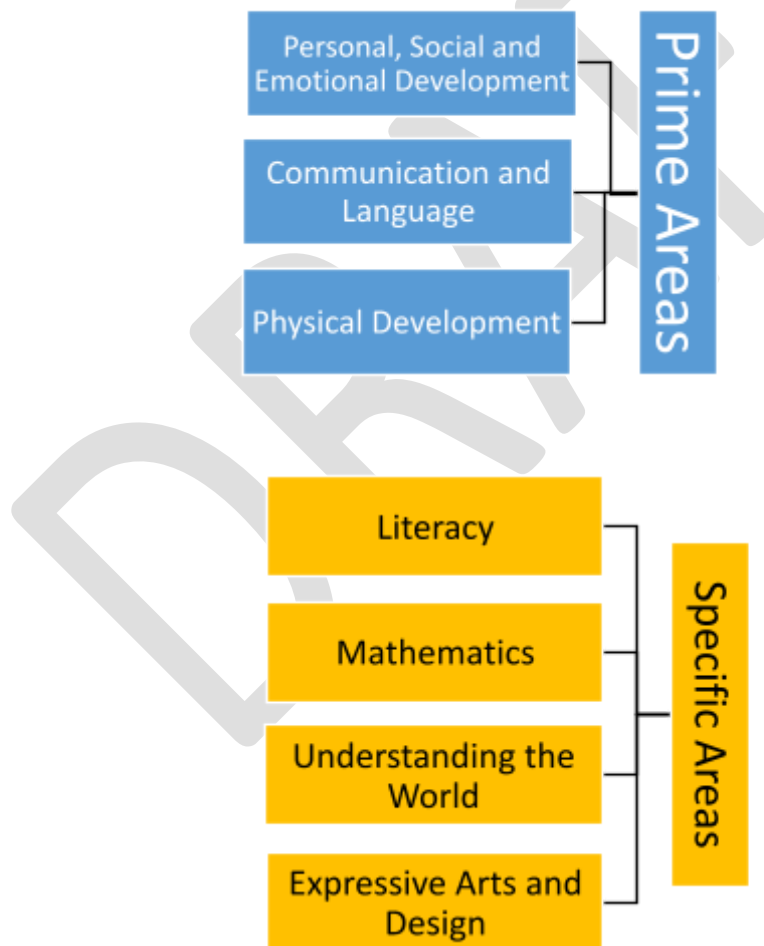
	<p>COMMUNICATION & LANGUAGE</p> <ul style="list-style-type: none"> Ask and answer questions Express their ideas confidently Engage in two way conversations with others 
	<p>PERSONAL, SOCIAL & EMOTIONAL</p> <ul style="list-style-type: none"> Get dressed/undressed independently Use cutlery with confidence Make friends and form positive relationships with others
	<p>PHYSICAL</p> <ul style="list-style-type: none"> Ride or attempt to ride a bike Have confidence in water Draw a recognisable person 
	<p>LITERACY</p> <ul style="list-style-type: none"> Listen to a wide range of stories, poems and non-fiction texts Write/tell their own story
	<p>MATHEMATICAL</p> <ul style="list-style-type: none"> Know how to play a simple dice/number game e.g. snakes and ladders 
	<p>UNDERSTANDING THE WORLD</p> <ul style="list-style-type: none"> Explore nature and the environment around them Plant and watch something grow Travel on public transport Follow a recipe in cooking Go on a trip outside of our local community Visit the local church
	<p>EXPRESSIVE ARTS & DESIGN</p> <ul style="list-style-type: none"> Perform to an audience Make up their own stories and narratives Watch/listen to someone play a musical instrument 

Implementation

Our curriculum has been developed so that it supports the Early Years Foundation Stage (EYFS), a statutory framework that sets standards for the learning, development and care of children from birth to 5 years old. It is shaped around four guiding principles. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs.
- Importance of learning and development.

Children will learn skills, acquire new knowledge and demonstrate their understanding through 7 areas of learning and development. These are:



Characteristics of Effective Teaching and Learning

The EYFS is not only about *how* children learn, but also *what* they learn. We recognise that children need opportunities to develop their own play and independent exploration that they find enjoyable. A fundamental principle in children acquiring new knowledge and skills is that they engage in experiences that interest and motivate them, whilst having adults available to provide them with the necessary amount of support to aid them in achieving new things. In planning and guiding what children learn, we reflect on the different ways that children are developing, these are known as the Characteristics of Effective Teaching and Learning, and adjust our planning and learning opportunities in response. The Characteristics of Effective Teaching and Learning are:

Playing and Exploring	Active Learning	Creating and Thinking Critically
Children investigate and experience things, and 'have a go'	Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements	Children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Teaching & Learning

Children in the EYFS learn through a balance of child-initiated and adult-initiated learning, using a mix of different approaches- learning through play, by adult modelling, by observing one another and through more direct teaching. We follow half-termly themes based on the children's interests and identified next steps. Children are taught key skills during short whole class sessions for Literacy, Maths and Phonics every day, as well as frequent topic based learning, PSHE, RE and PE. Children then have access to a range of continuous and enhanced provision, planned to support children in practising and developing the key skills taught.

Developing Children's Prime Areas of Learning

Communication and Language Development

Children need a range of vocabulary to succeed. Some children starting our setting lack the necessary vocabulary to help them access the wider curriculum. Therefore, we give children opportunities to experience a rich language environment and help them make links between existing and new vocabulary. Our half-termly learning themes immerse children in new vocabulary and through play experiences we model the use of new language to help build up their range of vocabulary. We also ensure that we select high language, quality texts to read to children to maximise the opportunities to acquire new vocabulary. We encourage all children to participate in and contribute to small group and whole class discussions, developing their confidence and understanding throughout Nursery and Reception.

Personal, Social and Emotional Development

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. At the heart of such development is the relationships formed between children and adults. To establish such relationships, we hold a number of visits and home visits prior to children starting with us. To help children settle into school we have a buddy system; children from our Year 6 cohort are buddied up with a child from reception to help them get used to school routines and support them during lunch times. We encourage children to become part of our class 'team' and in doing so children learn to work and play together, to make good friendships, co-operate

and, with guidance and support, how to manage conflicts between themselves. Through modelling and guidance, as well as through our PSHE (Personal, Social, Health and Economic Education) curriculum, children learn to understand their own and others feelings and how to manage these, develop a positive sense of self, develop confidence and independence and gain an awareness of how to look after their bodies.

Physical Development

Children’s physical development is vital for their all-round development and fosters social and emotional well-being. We start each day with Finger Gym sessions to develop children’s fine motor skills to prepare them for future writing. Sessions include a variety of activities including threading, scissor skills, manipulatives (including play dough) and, in Reception, letter formation and handwriting. Children also have access to climbing and balance equipment and bikes, trikes and scooters and participate in an extensive PE curriculum (following the Cambridgeshire Scheme of work for Physical Education) and weekly Forest School sessions, all of which facilitates their gross motor development, particularly core strength, stability, spatial awareness, co-ordination and agility.

Early Reading and Writing

The teaching of early reading and writing is taught through the Sounds-Write linguistic phonics programme. It begins with the sounds in the English language and moves from sounds to the written word, the theoretical underpinning being that children learn to differentiate between different sounds from a very early age and thus we allow children to progress from utilising their existing skills to developing new knowledge and understanding.

The programme teaches all key elements of conceptual understanding, alphabetic code knowledge, and the three essential skills necessary for learning to read and spell.

Conceptual Knowledge

- Letters are symbols (spellings) that represent sounds.
- A sound may be spelled by 1, 2, 3, or 4 letters.

dog* *street* *night
dough

- The same sound can be spelled in more than one way.

rain* *break* *gate* *stay

- Many spellings can represent more than one sound.

head* *seat* *break

Skills

- Blending – the ability to push sounds together to build words.

Example: c/a/t = cat

- Segmenting – the ability to pull apart the individual sounds in words.

Example: pig = p/i/g

- Phoneme manipulation – the ability to insert sounds into and delete sounds out of words.

Example: spelling <o>

Is it /o/ as in *hot*, /oe/ as in *no*, or /u/ as in *son*?

Children develop a clear understanding of how the English alphabet code works, through carefully structured, sequential steps from simple CVC words like sat to very much more complex, five- and six-syllable words like personification.

In Nursery children participate in 4 sessions per week focusing on their listening and attention, language development and their ability to differentiate between different sounds. In Reception children participate in 4 discrete sessions per week which focus on the Initial alphabet code and skills of blending, segmenting and phoneme manipulation. One sound/one spelling, one-syllable, CVC words only are introduced and as the programme progresses within the Reception year, the structure of words develops to CVCC, CCVC, CCVCC, CVCCC/CCVC, before introducing the most common consonant digraphs.

Very often, in the early stages of learning to read and spell, because of the complexity of the code, pupils will not be able to spell some sounds by using the correct spellings. However, pupils taught using Sounds-Write will be able to write almost anything they want to write by using plausible (phonetic) spellings for sounds. In this way, pupils, teachers and parents can read anything the pupil has written. As they progress through Key Stage 1, pupils learn systematically how words are spelled in English.

Children's reading books are matched to their phonic ability. We encourage parents to read with their child and to recognise the importance of reading to their child on a daily basis to promote an enjoyment and love of reading.

Maths

Children are natural mathematicians and explore maths concepts from an early age, negotiating space, filling containers, building with blocks and problem solving. Our teaching and learning environment is set up to ensure that all children develop firm mathematical foundations in a way that is fun and engaging and encourages problem solving and investigation. There are six key areas of early mathematics learning, which collectively provide a platform for everything children will encounter as they progress through their maths learning at primary school; cardinality and counting, comparison, composition, pattern, measures, shape and space.

We have plentiful amounts of resources, including natural ones such as buttons, stones, gems, shells and pinecones so children can sort, count and use them imaginatively. We provide and rotate large collections of items to encourage curiosity, including boxes, bags, keys, balls, hats and small-world animals. Alongside daily adult led maths sessions, based on the NCETM Mastering Number (And supplemented by White Rose), we plan meaningful mathematical experiences into our daily routines. This includes, counting and mark making the daily register and date, counting and paying for snack and singing number rhymes and songs. We make tidy up time a valued and engaging experience. Children help to tidy away resources, identifying and sorting independently.

Forest Schools

Children engage in weekly Forest Schools sessions. Forest Schools provide children with the opportunity to engage with and learn about the outdoor, natural environment. It is a chance for all children to 'take risks' in a safe environment, learning new skills through play and exploration, often using tools and equipment they wouldn't normally come across in the classroom. Sessions take place on site in the wooded area with bushes, trees and a pond to investigate and explore. We encourage children to participate in a range of activities including digging, pond dipping, fire lighting, climbing trees, building dens, exploring the mud kitchen, bug hunting and much, much more!

Learning Environment

We offer a well-resourced and stimulating learning environment for our children based around their interests. We rotate resources to reflect children's interests and the current theme. The classroom is set up into areas to support the children's learning and development across the 7 areas of learning. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

High Quality Interactions

High quality interactions with the children are really important as through these interactions we can assess, plan and teach. We spend time listening to children to find out about their needs, abilities and interests. The most powerful learning happens when we let the children lead the interactions. Some interactions will be adult led where we model language, explain a concept, demonstrate how to do something or facilitate a process. As children play we comment and ask questions such as 'I wonder how?' or 'what would happen if?' Through these quality interactions we build up relationships with the children, we listen, understand where they are, what they are interested in and where they need to move in their learning.

Inclusive Practice

Our curriculum is accessible for all children in our care. We get to know the children well and identify any barriers to learning children might have. We support the children through careful scaffolding so that they are able to access the curriculum. Where necessary, adults working with children participate in additional, specific training, in order to meet the needs of each individual.

Parents Partnerships

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We use Class Dojo to keep parents/or carers updated with what the children are doing in class. In order to build up a complete picture of a child's learning and development we encourage parents to share their child's achievements at home with school.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We ensure that their learning and care is tailored to meet their needs. We support parents and/or carers in guiding their child's development at home.

Each term we hold class cafes, these are based on a theme such as phonics, fine motor development, reading etc. We provide a sociable learning environment where parents and their children can work together to support children's development and learning.

Impact

The impact of the provision that we provide can be seen in the attitudes and behaviour of the children who have been with us. Children leaving Early Years will feel safe, secure, engaged and happy. By the end of the year children will make good progress in their learning and development (relative to their starting points). It can also be seen through the feedback given by our parents.

Parent voice

DRAFT

EYFS Long Term Plan A

This plan is subject to change depending on children's evolving interests

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Termly Themes	Marvellous Me	Let's Celebrate	Polar Traveller	Growing & Changing	Kings & Queens	Under the Sea
Possible Texts	Little Red Hen Marvellous Me It's Okay to be Different The family Book 'Monkey Puzzle Funny Bones The colour monsters Have you filled a bucket today? Best Friends or Not?	Room on a Broom Pumpkin Soup The Jolly Christmas Postman The very First Christmas-Nativity	The Melting Planet Lost and Found Polar Bear, Polar Bear what do you hear?	Tree The Tiny Seed Jack and the Beanstalk	The Queens Hat	Rainbow Fish The Snail and the Whale Sharing a Shell Commotion in the Ocean
Enrichment Opportunities	Harvest Festival Class Café- Reading and Phonics	Bonfire Night Nativity Diwali Remembrance day Trip- Panto	Chinese New Year Valentine's Day Pancake Day Class Café- Maths	World Book Day Mother's Day Easter Trip- Anglesey Abbey	Jubilee Tea Party Class Café- RE	Science Week Swimming Journey on a bus Sports Day Trip- Seaside
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Let's Celebrate	Polar Traveller	Growing & Changing	Kings & Queens	Under the Sea
Communication and Language	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.					

	<p>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>Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures.</p> <p>Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games.</p> <p>Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc.</p> <p>Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play.</p> <p>Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at</p>	<p>Learn rhymes, poems and songs.</p> <p>Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong.</p> <p>Use vocabulary, including phrases, from recently read stories in conversations.</p> <p>Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more.</p>	<p>Build up vocabulary that reflects knowledge and experience e.g., children can talk about, what they know about different themes.</p> <p>Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago.</p> <p>Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say 'I wonder why...'</p> <p>Share opinions, explaining preferences e.g. My favourite polar animal is.... Because...</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 repetition and some in</p>	<p>Focus attention in a variety of situations; in small groups, 1:1 and whole class</p> <p>Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do animals change as they grow?</p> <p>Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g. this plant did not grow well because... This plant grew really well because...</p> <p>Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed.</p> <p>Apply new vocabulary to explain changes noticed.</p> <p>Retell events in order e.g. ordering events from the stories.</p>	<p>Describe a pretend object in play based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre.</p> <p>Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know.</p> <p>Use intonation and rhythm when joining in with stories and rhymes.</p> <p>Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they</p>	<p>Use talk to explain what is happening and anticipate what might happen next in stories.</p> <p>Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc.</p> <p>Respond to comments from peers using full sentences, e.g. I agree with ... because...</p> <p>Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.</p>

	the weekend, talking about what happened in a story.		their own words. Articulate their ideas and thoughts in well-formed sentences.		might happen.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Let's Celebrate	Polar Traveller	Growing & Changing	Kings & Queens	Under the Sea
Personal, Social and Emotional Development	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 .					
Cambridgeshire PSHE	Myself & My Relationship Beginning and Belonging Family and friends My Emotions Belonging in the class Likes and dislikes Similarities and differences Setting goals Rights, Rules and Responsibilities Communication & cooperation Right and wrong Fair and unfair Families Kindness, cooperation & turn taking Friendship Conflict resolution Telling	Citizenship Identities & Diversity Similarities, difference and diversity Respecting and valuing others The way we live Neighbourhood Our beliefs Routines, customs and traditions Culture, race and religion	Citizenship Me & My world People and places Family, school, neighbourhood Jobs, roles and responsibilities Helping and working together Caring for living things Local environments Money	Healthy & Safer Lifestyles Keeping safe Assessing risk Personal safety Networks of Support Good and bad secrets Good and bad touches Safer play & help when lost Road Safety Medicines, pills, injections	Healthy & Safer Lifestyles Healthy lifestyles Healthy choices My teeth Healthy eating Exercise & physical activity Rest and sleep Leisure time including sensible amounts of 'screen time' Being a safe pedestrian	Healthy & Safer Lifestyles My body and growing up Valuing the body External body parts My teeth Similarities & differences Self-care skills Change and responsibilities

	an adult & asking for help Networks of support Identifying and managing emotions Feelings, thoughts and behaviour Loss and change Empathy					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Mervellous Me	Let's Celebrate	Polar Traveller	Growing & Changing	Kings & Queens	Under the Sea
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
Gross Motor-Cambridgeshire Scheme for Physical Education	Continue to develop their movement, spatial awareness, riding (scooters, trikes and bikes). Fundamentals Unit 1 (spatial awareness/basic ball skills) Folder 2 – reception book p. 60	Continue to develop their movement, spatial awareness, riding (scooters, trikes and bikes). Fundamentals Unit 1 (Cont- spatial awareness/basic ball skills) Folder 2 – reception book p. 60 Dance- Fireworks (BBC Sounds)	Continue to develop their movement, balancing, riding (scooters, trikes and bikes). Gymnastics – Fun Gym shapes Folder 2 – reception book p. 34 Dance - Toys Folder 1 – reception book p. 6	Continue to develop their movement, balancing, riding (scooters, trikes and bikes). Gymnastics – Move and hold Folder 2 – reception book p. 24 Fundamentals Unit 2 (Control and ball skills) Folder 1 – reception book p. 74	Continue to develop their movement, riding (scooters, trikes and bikes). Athletics – Sports Day event practice/obstacle Dance – On Parade Folder 2 – reception book p.10	Continue to develop their movement, riding (scooters, trikes and bikes). Athletics – Sports Day event practice/obstacles Swimming- Water confidence

Fine Motor	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Daily Finger Gym sessions provide opportunities to develop fine motor control. Activities are planned according to emerging needs and development.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Let's Celebrate	Polar Traveller	Growing & Changing	Kings & Queens	Under the Sea
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 developing a passion for reading	<p>Fiction including picture books with familiar settings.</p> <p>Oral retelling of familiar stories using own words and recently introduced vocabulary/ repeated phrasing.</p> <p>Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'.</p> <p>Develop play around favourite stories using props/puppets.</p>	<p>Fiction & Non-fiction books about seasons/autumn</p> <p>Identify and anticipate key events in familiar stories including repeated refrains.</p> <p>Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories</p> <p>Make comments and shares their own ideas about stories.</p>	<p>Fiction & Non-fiction texts about arctic/winter.</p> <p>Develop play and story narratives about stories and vocabulary they have learnt.</p> <p>Sequence and retell stories using pictures and role-play.</p> <p>Read books to build up confidence in word reading, fluency, understanding and enjoyment.</p>	<p>Fiction & Non-fiction texts about how people, animals and plants grow.</p> <p>Develop play and story narratives about stories and vocabulary they have learnt.</p> <p>Sequence and retell stories using pictures and role-play.</p> <p>Read books to build up confidence in word reading, fluency, understanding and enjoyment.</p>	<p>Fiction & Non-fiction texts about the monarchy, history etc.</p> <p>Read books to build up confidence in word reading, fluency, understanding and enjoyment.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide!</p>	<p>Fiction & Non-fiction books about sea animals.</p> <p>Character profiling; what do we know about _____</p> <p>Using descriptive language in oral storytelling and in writing.</p> <p>Innovate stories we have learnt.</p>

<p>Word Reading-Phonics</p>	<p>Sounds-Write Units 1- 3 of the Initial Code</p> <p>Sound-Spelling correspondences (single letter)</p> <p>Blending and segmenting CVC words</p>	<p>Sounds-Write Units 4-6 of the Initial Code</p> <p>Sound-Spelling correspondences (single letter)</p> <p>Blending and segmenting CVC words</p> <p>Read a few common exception words</p> <p>Understand that English text from left to right and from top to bottom</p>	<p>Sounds-Write Units 7-9 of the Initial Code</p> <p>Sound-Spelling correspondences (single letter)</p> <p>Blending and segmenting CVCC and CCVC words</p> <p>Read a few common exception words</p> <p>Read simple phrases and sentences made up of words with known sound-spelling correspondences and, where necessary, a few exception words.</p>	<p>Sounds-Write Units 8 -10 of the Initial Code (units 8 & 9 recap)</p> <p>Sound-Spelling correspondences (single letter)</p> <p>Blending and segmenting CCCVC and CVCCC words</p> <p>Read a few common exception words</p> <p>Read simple phrases and sentences made up of words with known sound-spelling correspondences and, where necessary, a few exception words.</p>	<p>Sounds-Write Unit 11 of the Initial Code</p> <p>Sound-Spelling correspondences (digraphs)</p> <p>Blending and segmenting CVC/CVCC/CCVC/CCVC C and CVCCC words containing taught digraphs</p> <p>Read a few common exception words</p> <p>Read simple phrases and sentences made up of words with known sound-spelling correspondences and, where necessary, a few exception words.</p>	<p>Sounds-Write Continued practise of units 8-11</p> <p>Continued practise of skills to embed before children begin extended code.</p>
<p>Writing</p>	<p>Identifying a dominant hand for mark making.</p> <p>Developing pencil grip and control –working towards a tripod grip.</p> <p>Developing our mark making and give meaning.</p> <p>Writing own name.</p>	<p>Begin to form lower case letters</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Writing labels</p>	<p>Form lower-case letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write words/short phrases and sentences dictated by an adult, known sound-spelling correspondences.</p>	<p>Form lower-case letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Develop understanding of sentence writing, using colourful semantics- who/what/where.</p>	<p>Form lower-case letters correctly, with accurate ascenders and descenders</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write own short sentences with words with known sound-spelling</p>	<p>Form capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-spelling correspondences using a capital letter and full stop.</p>

			Writing lists	Write short sentences using known sound-spelling correspondences. Begin using a full stop.	correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall.	Re-read what they have written to check that it makes sense Create fact books and notice the difference between writing stories and writing information.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Let's Celebrate	Polar Traveller	Growing & Changing	Kings & Queens	Under the Sea
Maths	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.					
	Subitising Perceptually subitise within 3. Identify sub-groups in larger arrangements Create their own patterns for numbers within 4. Represent numbers with fingers. Cardinality, ordinality and Counting	Subitising Subitise within 5, perceptually and conceptually, depending on the arrangements. Cardinality, ordinality and Counting Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand.	Subitising Continue subitising patterns within 5. Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part. Experience patterns which show a small group and '1 more'.	Subitising Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. Cardinality, ordinality and Counting Develop knowledge of the counting sequence beyond 20.	Subitising Continue to subitising arrangements, including those which expose '1 more' or 'doubles' patterns. Use subitising to identify when patterns show the same number but in a different arrangement, or when patterns are similar but	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. Shape & Measures

	<p>Relate the counting sequence to cardinality, (last number spoken gives the number in the entire set). Develop knowledge of the counting sequence to 10. Develop 1:1 correspondence, including by coordinating movement and counting. Understand that anything can be counted, including actions and sounds. Explore a range of strategies which support accurate counting.</p> <p>Composition See that all numbers can be made of 1s. Compose their own collections within 4.</p> <p>Comparison Understand that sets can be compared according to a range of attributes, including by their numerosity. Use the language of comparison, including 'more than' and 'fewer than' Compare sets 'just by looking'.</p> <p>Shape & Measures Estimate, order and compare height & length</p>	<p>Develop knowledge of the counting sequence to 10. Numeral recognition to 10 (relating these to quantities they can subitise and count.)</p> <p>Composition Explore the concept of 'wholes' and 'parts'. Explore the composition of numbers within 5-number bonds.</p> <p>Comparison Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching. Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p> <p>Shape & Measures Name, describe and sort 2D shapes Positional language</p>	<p>Continue to match arrangements to finger patterns.</p> <p>Cardinality, ordinality and Counting Develop knowledge of the counting sequence to 20. Continue to develop accuracy in object counting skills. Using fingers to represent quantities between 5 and 10. Order numbers to 10, linking cardinal and ordinal representations of numbers.</p> <p>Composition Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5- number bonds. Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns. Begin to see that numbers within 10 can be composed of '5 and a bit'.</p> <p>Comparison Continue to compare sets using the language</p>	<p>Continue to consolidate understanding of cardinality, working with larger numbers within 10. One more or one fewer/less to 10</p> <p>Composition Explore the composition of odd and even numbers, looking at the 'shape' of these numbers. Begin to link even numbers to doubles-doubling. Begin to explore the composition of numbers within 10.</p> <p>Comparison Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p> <p>Shape & Measures Days of the week, seasons Recognise, complete and create patterns</p>	<p>have a different number. Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10.</p> <p>Cardinality, ordinality and Counting Develop knowledge of the counting sequence beyond 20, including counting from different starting numbers. Counting odds and evens.</p> <p>Composition Explore the composition of 10-number bonds.</p> <p>Comparison Order sets of objects, linking this to their understanding of the ordinal number system.</p> <p>Shape & Measures Describe capacities Estimate, order and compare volumes and weight</p>	<p>Name, describe and sort 3D shapes</p> <p>Additional learning Halving & sharing Estimating</p>
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	Sequence daily events		of comparison, and play games which involve comparing sets. Continue to compare sets by matching, identifying when sets are equal. Explore ways of making unequal sets equal. Shape & Measures Recognise, describe, copy and extend colour and size patterns			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Let's Celebrate	Polar Traveller	Growing & Changing	Kings & Queens	Under the Sea
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Past & Present (History)	Begin to make sense of their own life-story and family's history- My past, present and future. Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of	Develop an understanding of events that have happened in the past- Bonfire Night Recognise key figures in the past- Guy Fawkes		Recognise how farming has changed over the years- how crops are planted/harvested and the machinery used.	Develop an understanding of events that have happened in the past- Queen Elizabeth II's coronation. Comment on images of familiar situations in the past.	Compare water transport now and from the past.

	<p>chronology; before I was born, before I came to school, What will we do this year in Reception?</p> <p>Special events/experiences/celebrations in our lives.</p>				<p>Similarities and differences between life now and back then.</p> <p>Recognise key figures in the past- Henry VIII, Queen Elizabeth I.</p>	
<p>People, Places and Communities (Geography)</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Develop positive attitudes about the differences between people.</p> <p>Our local area- home & school. My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change?</p> <p>Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies.</p>	<p>Know there are different countries in the world and talk about similarities / differences between life in England and other countries. Link with Diwali festival.</p> <p>Discuss natural materials found in our area- conkers/pine cones/leaves (autumn)</p>	<p>Recognise some environments that are different from the one in which they live.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors.</p> <p>Comparing environments- arctic & UK</p>	<p>Draw information from a simple map.</p> <p>Discuss natural materials found in our area- plants (spring)</p>	<p>The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, London.</p> <p>Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more.</p> <p>The Union Flag of The United Kingdom, flags from countries the children have connections to.</p>	<p>Under the sea environment- sand/coral reefs</p> <p>Comparing environments- land & sea</p>

<p>The Natural World (Science)</p>	<p>The human body: Facial features, body parts, the senses.</p> <p>Comparing myself to when I was a baby and now.</p>	<p>Seasons of the year; Autumn. Observing changes using magnifying glasses- leaves, trees, animals preparing for hibernation.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Seasons of the year; Winter. Observing changes using magnifying glasses.</p> <p>Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?</p> <p>Comparing environments- arctic & UK</p>	<p>Seasons of the year; Spring. Observing changes using magnifying glasses. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.</p> <p>Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves.</p> <p>Identify plants growing locally and draw them.</p> <p>How animals change as they grow- naming baby animals e.g. calf/lamp/foal.</p> <p>Life cycles of a butterfly and/or frog.</p>	<p>Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.</p>	<p>Seasons of the year; Summer. Observing changes using magnifying glasses.</p> <p>How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water.</p> <p>What is sand made of?</p> <p>Exploration- what sand makes the best sandcastles?</p> <p>Water transport- floating & sinking</p>
<p>RE</p>	<p>God/Creation 1</p> <p>Why is the word 'God' so important to Christians?</p>	<p>Incarnation 1</p> <p>Why do Christians perform Nativity plays at Christmas?</p>	<p>Salvation 2</p> <p>How can we help others when they need it?</p>	<p>Salvation 1</p> <p>Why do Christians put a cross in an Easter garden?</p>	<p>Incarnation 2</p> <p>What makes every single person unique and precious?</p>	<p>Creation 2</p> <p>How can we care for our wonderful world?</p>
	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
	<p>Marvellous Me</p>	<p>Let's Celebrate</p>	<p>Polar Traveller</p>	<p>Growing & Changing</p>	<p>Kings & Queens</p>	<p>At the Seaside</p>

<p>Expressive Arts and Design</p>	<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>					
	<p>Exploring colour. Painting with primary colours and mixing secondary colours.</p> <p>Painting: portraits.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Exploring which colours show us different seasons.</p> <p>Creating clay Diyas.</p> <p>Creating rangoli sand patterns.</p> <p>Cutting: snowflake design.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Taking a line for a walk.</p> <p>Creating Northern light aura collages.</p> <p>Puppets: Chinese New Year.</p> <p>Begin to develop story narratives using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p>Making observational drawings/paintings of plants/flowers in our local area.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Draw with increasing complexity and detail, Painting portraits of The Queen.</p> <p>Develop their own ideas and then decide which materials to use to create models of London buildings. Join different materials and explore different textures.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Use a variety of resources and materials to create a seascape picture.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>

EYFS Assessment

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below. The ELGs should not limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends. Instead, the ELGs support us in making a holistic, best-fit judgement about a child's development, and their readiness for year 1. In order to monitor children's progress towards the ELG's, we use the Development Matters which provides a number of observation check points to inform our planning and next steps for individuals.

Early Learning Goals						
Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and</p>	<p>ELG: Self-Regulation 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> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how</p>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and</p>	<p>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 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 Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

<p>poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.</p>		<p>exception words.</p> <p>ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>quantities can be distributed equally.</p>	<p>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 Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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