

Hutton Rudby Primary School
**EYFS Learning and
Development**



School Vision

Our school's vision keeps children at the heart of everything we do, as we work together providing an education which will prepare them as lifelong learners, ready to overcome life's challenges as they journey into the big, wide world. Our vision is centred around the CHILD:

Culture & community

Healthy mind & body

Individual excellence

Lifelong learners

Determination



Overarching Principles of the Early Years Foundation Stage

The Early Years Foundation Stage Guiding Principles:

- 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 need and help them to build their learning over time
- Children benefit from a strong partnership between practitioners and parents and/or carers
- Children develop and learn at different rates.

Characteristics of Effective Teaching and Learning

Playing and exploring: Children investigate and experience things and 'have a go'

Active Learning: Children concentrate and keep on trying if they encounter difficulties and enjoy achievements

Creating and thinking Critically: Children have and develop their own ideas, make links between ideas and develop strategies for doing things

Areas of Learning and Development in the Early Years Foundation Stage

There are seven areas of learning and development that shape learning in the Early Years Foundation Stage. All areas of learning and development are important and inter-connected. There are Prime areas and Specific areas. In Reception, adults will focus strongly on supporting children develop within the prime areas as they are important in igniting children's curiosity and enthusiasm for learning, helping them form relationships and thriving. Children will also be supported in applying and strengthening their prime skills in the specific areas of learning. We strive for excellence in all areas of learning and ensure that all children are ready for their next stage of learning.

The Prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

The Specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Intent

At Hutton Rudby Primary School we keep each individual child at the heart of everything we do. Our vision sits firmly within the guiding principles for learning and development in the Early Years Foundation Stage. The Statutory Framework for the Early Years Foundation Stage states that, 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.' We have high expectations for all our children and believe in helping each child achieve individual excellence. We know children learn best in an environment where they are happy, believe in themselves and are valued and cared for and as a school we put children's mental and physical health at the forefront of everything we do. As a school community we prioritise building positive relationships with children and their families. Our work in the Early Years Foundation Stage promotes teaching and learning to ensure children's 'school readiness' including their ability to communicate effectively and show confidence in early reading, writing and mathematics. Our curriculum is designed to give children the broad range of knowledge and skills that provide the right foundation for outstanding future learning through school and life.



Implementation

In our curriculum we are, as our vision suggests, guided by our children and their needs. We provide meaningful learning experiences which benefit children's development in a wide reaching and holistic way. Whilst our curriculum is planned and sequenced we also stay true to our values in being flexible and adaptable to the needs of each cohort and child. We implement our curriculum by providing a safe, stimulating environment that allows children to discover, be challenged, consolidate their learning and achieve their very best whilst developing their resilience and independence and emotional security. There is a combination of adult-led and child-initiated activity throughout each day. In planning for and in guiding what the children learn we consider the "Characteristics of Effective Teaching and Learning" alongside our vision. We strive to develop these key characteristics of "Playing and Learning", "Active Learning" and "Creating and Thinking Critically" in order to give the children the skills that they will continue to draw upon throughout their development. We get to know our families and children well and use their interests and knowledge to support and inspire our children's knowledge and understanding of themselves and their emotions, our local community and beyond. Our learning environments, both inside and outside are adapted to meet the different and developing needs of our children.



Assessment in the Early Years Foundation Stage

During the year, children in Reception will be assessed formally and informally in order to assess their strengths and emerging learning and development needs and interests. Alongside this we will ask for contributions from parents and the children themselves in order to provide us with a well-rounded picture of each individual child.

During the summer term of their Reception Year each child's level of development will be assessed against 17 the Early Learning Goals. We will evaluate whether children are meeting expected levels of development (expected) or not yet reaching expected levels of development (emerging)

The overviews in this document show both learning and development statements (Development Matters) and the Early Learning Goals. Assessment in the Early Years Foundation Stage presents a holistic view of a child's learning and development and is assessed with a best fit approach. Children can only be assessed against the Early Learning Goals in the Summer Term of their Reception year however knowledge of these will be used alongside the learning and development statements in order to plan for the needs of the children.

Areas of Learning: Learning and Development Statements and Early Learning Goals

Communication and Language		
	Listening, Attention and Understanding	Speaking
Reception	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts.
ELG	<p>ELG Listening Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during 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>ELG Speaking</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development			
	Self-Regulation	Managing Self	Building Relationships
Reception	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs. 	<ul style="list-style-type: none"> Show themselves as a valuable individual. Show resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> Build constructive and respectful relationships. Think about the perspective of others.
ELG	<p>ELG Self-Regulation</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p>ELG Managing Self</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>ELG Building Relationships</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Physical Development		
	Gross Motor Skills	Fine Motor Skills
Reception	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling- crawling - walking - jumping - running - hopping - skipping – climbing. • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity- healthy eating- toothbrushing- sensible amounts of ‘screen time’- having a good sleep routine- being a safe pedestrian • Further develop the skills they need to manage the school day successfully: lining up and queuing - mealtimes- personal hygiene. 	<ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. • 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.
ELG	<p>ELG Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>ELG Fine Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.

Literacy			
	Comprehension	Word Reading	Writing
Reception	<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> 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 some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
ELG	<p>ELG Comprehension</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>ELG Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>ELG Writing</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others.

Mathematics		
	Number	Numerical Patterns
Reception	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. 	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.
ELG	<p>ELG Number</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<p>ELG Numerical Patterns</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

	Past and Present	People, Culture and Communities	The Natural World
Reception	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Draw information from a single map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.
ELG	<p>ELG Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>ELG People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>ELG The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

	Creating with Materials	Being Imaginative and Expressive
Reception	<ul style="list-style-type: none">• Explore, use and refine a variety of artistic effects to express their ideas and feelings.• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively sharing ideas, resources and skills.	<ul style="list-style-type: none">• Listen attentively, move to and talk about music, expressing their feelings and responses.• Watch and talk about dance and performance art, expressing their feelings and responses.• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Develop storylines in their pretend play.
ELG	<p>ELG Creating with Materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;• Share their creations, explaining the process they have used• Make use of props and materials when role playing characters in narratives and stories.	<p>ELG Being imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with peers and their teacher• Sing a range of well-known nursery rhymes and songs• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Educational Programme

In the Reception Class at Hutton Rudby Primary School we are passionate about providing a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child. The Educational Programme overview provided shows some of the opportunities and potentially opportunities that children in our Reception class will be given. Whilst this overview is planned and sequenced it is so with the knowledge that each year we will be flexible with themes and learning content based on the interests and needs of our children. Our knowledgeable and experienced staff will constantly adapt learning opportunities to suit the needs and stage of development of our children thus ensuring rapid and sustained progress in all areas of learning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	This is me	Let's Celebrate	Space	World of Animals	Heroes	Seaside
Hook	Lolly Stick all about me/Sharing our first day at school photos	Bonfire Night Celebration Day	Alien Landing in the classroom	Hatching Chicks	Superhero Dress Up	Trip to the seaside
Links to vision	<p>C – Children will be introduced to the vocabulary of community and welcomed into the class and school community. They will learn about our values and expectations and discuss their families and lives. Our learning will help children understand what makes them special and a valuable member of many communities</p> <p>H – Children will learn about how to look after themselves with increasing independence including personal hygiene, dressing and teeth brushing. They will also learn about simple</p>	<p>C – Children will begin to learn more about their wider community firstly in the village then the wider local, national and international community in the context of celebration. They will learn about important places in our community and traditions and gain appreciation for the similarities they have with their own and other communities and also differences.</p> <p>H – Children will continue to develop their independence in school including dealing with some tricky winter clothes! They will learn about keeping themselves safe in a range</p>	<p>C – Children will learn about our world community and in the context of our planet learn about why it is important to look after our environment. They will learn about achievements from our world community including first man on the moon and the first black women in space</p> <p>H – Children will continue to develop their independence in looking at their own health and will look specifically at screen time and its impact on own physical and mental health. They will learn</p>	<p>C Children will learn about the animals in our community both domestic and wild. They will study different habitats, countries and animals who live there. They will learn about looking after the natural world as part of their development into responsible citizens</p> <p>H Children will continue to develop their independence in looking at their own health. They will learn about the importance of keeping clean when handling animals and will learn how being in the outdoors and around animals can improve wellbeing</p> <p>I Children will look at different animals and their characteristics. Children will learn more about individuality</p>	<p>C Children will learn about real life community heroes both in terms of professions and significant individuals from history. They will be taught about individuals representing a wide spread of communities and groups.</p> <p>H Children will learn about the emergency services and how to keep safe in an emergency. They will also look at how seasonal and temperature change effects our bodies and how they need to fuel and hydrate their bodies effectively in the summer months</p> <p>I Children will learn about significant individuals and</p>	<p>C Children will learn about British seaside traditions and compare historical and more modern seaside experiences. They will also look at seaside communities around the world and how culture is shaped by life by the sea</p> <p>H Children will learn about sun and water safety including how to protect themselves from the sun with hats and sun cream Children will take part in Sports Week and will learn about keeping healthy and healthy competition. Children will spend time with their next teacher as part of their move to Year 1</p>

<p>ways to keep their body healthy (hydration and healthy eating) and their mind happy (talking about emotion, exercise, rest and relaxation)</p> <p>I - Introduce traffic light start and talk to children about being the best version of themselves and striving to be the best. Make expectations clear to children from the outset.</p> <p>L Children taught about being good listeners, how to ask questions, how to sit on the carpet and to show good learning behaviours. Characteristics of effective learning explored.</p> <p>D Children taught that they must always try something first on their own before asking for help. Staff encourage and praise/rewards determination.</p>	<p>of ways including firework safety. They will learn about the importance of celebration, family and faith to individual's mental health</p> <p>I - As children begin to record more of their work they will learn about taking pride in things they produce and we will focus more heavily on their special pockets where they put work that is to be celebrated</p> <p>L As they learn more sounds in phonics we will focus on reading and discussing as important learning skills. We will continue to explore what good learners do and what skills they will need to master to be successful lifelong learners</p> <p>D Continue to encourage children to try things on their own before asking for help. Look at working in a team to solve problems. Staff encourage and praise/rewards determination.</p>	<p>about balancing their time and choosing a range of active pursuits. They will also reflect on what we need to keep our bodies healthy and link this to how an astronaut keeps healthy in space</p> <p>I – As children learn more skills we will discuss the importance of always doing their best in everything they do and always striving to learn more</p> <p>L As they learn further sounds in phonics we will focus on writing as an important learning and communication skill. We will continue to explore what good learners do and what skills they will need to master to be successful lifelong learners</p> <p>D Continue to encourage children to try things on their own before asking for help. Look at working in a team to solve problems. Staff encourage and praise/rewards determination.</p>	<p>and how individual excellence is not about us all being the same in our achievements but being the best, we can be based on who we are</p> <p>L Children will learn about the skill of discovery by exploration.</p> <p>D Children will observe our chicks hatching showing great determination. Children will discuss what happens when you are not determined</p>	<p>how they have displayed individual excellence in different fields and in representing different issues. Children will learn about different ways they can make their voice heard.</p> <p>L Children will have opportunities to develop their speaking in skills in front of a class group when talking about their own heroes</p> <p>D Children will learn about significant individuals and how they have displayed determination in different fields and in representing different issues.</p>	<p>I Children will learn about being the best in the context of sport and competition. They will spend time discussing their move to Year 1 and being good role models to the future Reception Class</p> <p>L In preparation for Year 1 children will complete more formal focus activities and will work towards reading and writing with greater independence.</p> <p>D Children will show determination in sport and a variety of other activities in the summer term .</p>
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Prime Areas

<p>Communication and Language</p>	<p><u>Listening, Attention and Understanding</u></p> <p>How to listen carefully and why it is important - Introduce school rules and behaviour system</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Learn new vocabulary – Extend knowledge of language for emotions,</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Learn new vocabulary – Vocabulary linked to space, past and present,</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Learn new vocabulary – Language linked to animals, habitats, geographical</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Learn new vocabulary - Language linked to heroes, real and fictional heroes, different</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Learn new vocabulary - Language linked to the seaside, historical and geographical vocabulary</p>
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<p>and practise learning behaviours on carpet and in provision.</p> <p>Learn new vocabulary – Vocabulary linked to self and parts of the body, language of emotions (introduced by colour monster), senses, question words, school values, explore language from books</p> <p>Rhymes, poems and songs – Heads, shoulders, knees and toes, Are we listening, The senses song, if your happy and you know it Jack and Jill Grand Old Duke of York</p> <p>Opportunities for conversation – Children to have opportunities to talk to adults and each other about themselves and their families and community. Model holding a conversation and introducing yourself to others</p> <p>Opportunities for questioning – Introduce the vocabulary of questioning/question starters. Model/support in asking questions and give time to develop talk partner work.</p> <p><u>Speaking</u></p>	<p>vocabulary linked to celebrations and faiths/beliefs, language of comparison, exploring language from books</p> <p>Rhymes, poems and songs – Remember, remember the 5th of November Christmas songs and carols Songs from our Nativity Remembrance Days by Benjmain Zephaniah In Flanders Fields by John M</p> <p>Opportunities for conversation and questioning - Children will have opportunity to talk about how they celebrate their birthdays/Christmas and other important celebrations. They will talk about other celebrations from a range of faiths, cultures and countries and will be encouraged to ask questions about what they do not know</p> <p><u>Speaking</u></p> <p>Describe events in details – Children will have the chance to describe how they celebrate and how others do. They will also be able to discuss events in</p>	<p>significant people, exploring language from books</p> <p>Rhymes, poems and songs – Twinkle Twinkle Little Star The Planets – Gustav Holst</p> <p>Opportunities for conversation and questioning Children will have opportunities to talk about space and planets and what they know. They will be encouraged to ask questions about what they want to learn and do not know as we move through our learning</p> <p><u>Speaking</u></p> <p>Offers Explanations - Children to explain in simple terms scientific concepts relating to the earth and planets Children to learn to explain how shadows are formed</p>	<p>vocabulary, life cycles, comparison, exploring language from books</p> <p>Rhymes, poems and songs – Incey Wincey Spider Daffodils – William Wordsworth Macavity the Mystery Cat – T.S Eliot Old Macdonald Down in the jungle</p> <p>Opportunities for conversation and questioning Children to talk about different animals and habitats around the world. They will be encouraged to ask questions about what they want to learn and do not know as we move through our learning</p> <p><u>Speaking</u></p> <p>Offers Explanations – What is a habitat? Why do different animals live in different habitats? How are animals adapted? Life cycles – chickens/butterflies</p>	<p>occupations, significant individuals, historical and geographical language and exploring language from books</p> <p>Rhymes, poems and songs 999 Emergency Song</p> <p>Opportunities for conversation and questioning Children discuss what makes a hero. Talk about fictional and real-life heroes. They will be encouraged to ask questions about what they want to learn and do not know as we move through our learning</p> <p><u>Speaking</u></p> <p>Offers Explanations What is a hero? What qualities do they have? Who is around to help us?</p>	<p>and exploring language from books</p> <p>Rhymes, poems and songs She sells sea shells Oh I do like to be beside the seaside</p> <p>Opportunities for conversation and questioning Children to discuss and write about the seaside and their trip to the seaside. They will be encouraged to ask questions about what they want to learn and do not know as we move through our learning</p> <p><u>Speaking</u></p> <p>Offers Explanations How to keep safe in the summer How to keep safe at the seaside and around water</p>
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	<p>Articulate ideas in sentences – Introduce and model think it say it approach. Encourage children to articulate themselves in sentences with correct grammar.</p> <p>Describe events in details – Children to describe their favourite day out in the summer or what they like to do on their favourite type of day</p> <p>Retell stories – Introduce story retelling with actions/pictures Introduce Story Acting</p>	<p>celebrations or religious stories</p> <p>Retell stories – Introduce story scribing in a group Children to verbally and in role play retell stories they have been told linked to our topic</p>				
<p>Personal Social and Emotional Development</p>	<p><u>Self-Regulation</u> Express his/her own feelings and consider feelings of others – Introduce language of feelings through colour monster/feelings display Children to be given opportunity to discuss scenarios and how they would/should react</p> <p><u>Managing Self</u> Sees themselves as a valuable individual – Look at what makes us special and individual/What is different and what is the same</p> <p>Confident to try new activities with resilience</p>	<p><u>Self-Regulation</u> Express his/her own feelings and consider feelings of others – Introduce a wider range of vocabulary for emotions and discuss what we can do when we feel that way Look at recognising emotion in others and how we can support each other</p> <p><u>Managing Self</u> Confident to try new activities with resilience and perseverance Children encouraged to try new activities and foods as part of our learning. Set challenges which encourage resilience and perseverance. Look at 100 things to do...</p>	<p><u>Self-Regulation</u> Continue to discuss feelings and emotions and develop self-regulation based on needs of children</p> <p><u>Managing Self</u> Confident to try new activities with resilience and perseverance Children encouraged to try new activities and foods as part of our learning. Set challenges which encourage resilience and perseverance. Look at 100 things to do...</p>	<p><u>Self-Regulation</u> Continue to discuss feelings and emotions and develop self-regulation based on needs of children</p> <p><u>Managing Self</u> Confident to try new activities with resilience and perseverance Children encouraged to try new activities and foods as part of our learning. Set challenges which encourage resilience and perseverance. Look at 100 things to do...</p>	<p><u>Self-Regulation</u> Continue to discuss feelings and emotions and develop self-regulation based on needs of children</p> <p><u>Managing Self</u> Confident to try new activities with resilience and perseverance Children encouraged to try new activities and foods as part of our learning. Set challenges which encourage resilience and perseverance. Look at 100 things to do...</p>	<p><u>Self-Regulation</u> Ex Continue to discuss feelings and emotions and develop self-regulation based on needs of children press his/her own feelings and consider feelings of others -</p> <p><u>Managing Self</u> Confident to try new activities with resilience and perseverance Children encouraged to try new activities and foods as part of our learning. Set challenges which encourage resilience and perseverance. Look at 100 things to do...</p>

<p>and perseverance – As children are new to the setting adults will model how to use different equipment etc and provide new opportunities. Children supported in doing this. Discuss what resilience and perseverance is.</p> <p>Manages basic hygiene (dressing, toilet, food choices) - Teach children to gel/wash hands regularly. Toilet and handwashing independence Independence at lunch – cutting food and pouring drinks Coat and jumper skills Food tasting</p> <p><u>Building Relationships</u> Build constructive and respectful relationships – What makes a good friend, what characteristics are valued in our school community</p> <p>Works and plays cooperatively and takes turns – Sharing toys and taking turns, working together on jigsaws and simple games with support from an adult</p>	<p>Manages basic hygiene (dressing, toilet, food choices) Children should be now managing toilet need on their own Work on zipping own coat and other items such as hats and gloves and wellies on independently Independence at lunch – cutting food and pouring drinks Teach children about importance of varied food choices</p> <p><u>Building Relationships</u> Build constructive and respectful relationships – Children learn more about similarities and differences in others and valuing all people as members of our community Children begin to form friendships and respectful relationships with all in our community</p> <p>Works and plays cooperatively and takes turns - Sharing toys and taking turns, working together on jigsaws and simple games independently</p>	<p><u>Building Relationships</u> Build constructive and respectful relationships Work on relationships based on needs of children</p> <p>Works and plays cooperatively and takes turns Children to be taught to play games with more rules including Uno, race to the moon and Orchard Toy games. Children to play games taking turns with support from adults</p>	<p><u>Building Relationships</u> Build constructive and respectful relationships Work on relationships based on needs of children</p> <p>Works and plays cooperatively and takes turns Children continue to play games with rules with support from an adult with the rules. Children to be more independent in their turn taking</p>	<p>Manages basic hygiene (dressing, toilet, food choices) As the weather begins to warm children to start to make choice over what they wear to keep themselves comfortable e.g. do they need a jumper or not/do they need their cap on? Children learn about importance of keeping extra hydrated when it is hot</p> <p><u>Building Relationships</u> Build constructive and respectful relationships Work on relationships based on needs of children</p> <p>Works and plays cooperatively and takes turns Children to continue to play games with rules. Children if ready to be introduced to longer and more complex board games. In their play children to develop their own games with rules that they follow and explain to others</p>	<p>Manages basic hygiene (dressing, toilet, food choices) As we are in summer children learn how to keep themselves well in the hot weather. Hydration and putting on their own hats and sun cream. Children may have opportunity to learn to dress in school for PE</p> <p><u>Building Relationships</u> Build constructive and respectful relationships Work on relationships based on needs of children</p> <p>Works and plays cooperatively and takes turns Children to continue to play games with rules. Children if ready to be introduced to longer and more complex board games. In their play children to develop their own games with rules that they follow and explain to others.</p>	<p>Manages basic hygiene (dressing, toilet, food choices) As we are in summer children learn how to keep themselves well in the hot weather. Hydration and putting on their own hats and sun cream. Children may have opportunity to learn to dress in school for PE</p> <p><u>Building Relationships</u> Build constructive and respectful relationships Work on relationships based on needs of children</p> <p>Works and plays cooperatively and takes turns Children to continue to play games with rules. Children if ready to be introduced to longer and more complex board games. In their play children to develop their own games with rules that they follow and explain to others.</p>
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<p>Physical Development</p>	<p><u>Gross Motor Skills</u> Revise and refine the fundamental movement skills they have already acquired: rolling-crawling - walking - jumping - running - hopping - skipping – climbing In PE and opportunities in provision and outdoor play</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming - In PE, classroom activities and provision (swimming from parent voice)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor As children begin to do more formal handwriting teach children correct posture and position for writing at a table</p> <p><u>Fine Motor Skills</u> Develop the foundations of a handwriting style which is fast, accurate and efficient - Dough Disco/Nelson Handwriting/Letters modelled in phonics/opportunities to write in guided and independent learning time</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing</p> <p>Use their core muscle strength to achieve a good posture when sitting on the floor – Model how to sit on the carpet with good posture</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - healthy eating and toothbrushing – Look at different types of food/healthy and unhealthy/try new foods</p>	<p><u>Gross Motor Skills</u> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming - In PE, classroom activities and provision (swimming from parent voice)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor As children begin to do more formal handwriting teach children correct posture and position for writing at a table</p> <p><u>Fine Motor Skills</u> Develop the foundations of a handwriting style which is fast, accurate and efficient - Dough Disco/Nelson Handwriting/Letters modelled in phonics/opportunities to write in guided and independent learning time</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing</p>	<p><u>Gross Motor Skills</u> Progress towards a more fluent style of moving, with developing control and grace In PE and opportunities in provision and outdoor play</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming - In PE, classroom activities and provision (swimming from parent voice)</p> <p>Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of ‘screen time’- Look at screen time What do we use it for? Is it productive and enjoyable? How much is healthy? What other activities can we do in our spare time?</p> <p><u>Fine Motor Skills</u> Develop the foundations of a handwriting style which is fast, accurate</p>	<p><u>Gross Motor Skills</u> Use their core muscle strength to achieve a good posture when sitting at a table</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Combine different movements with ease and fluency Develop overall body-strength, balance, co-ordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity and having a good sleep routine</p> <p><u>Fine Motor Skills</u> Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p><u>Gross Motor Skills</u> Use their core muscle strength to achieve a good posture when sitting at a table</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian</p> <p><u>Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery - Opportunities to use these and model to help improve skill and accuracy</p> <p>Begin to show accuracy and care when drawing Look at drawing accurately when drawing landscapes and larger pictures</p>	<p><u>Gross Motor Skills</u> Use their core muscle strength to achieve a good posture when sitting at a table</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery Opportunities to use these and model to help improve skill and accuracy</p> <p>Begin to show accuracy and care when drawing Look at drawing accurately when drawing landscapes and larger pictures</p>
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	<p>Teeth and toothbrushing</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing - mealtimes- personal hygiene – Teach children how to line up and move around school, teach children expectations of assembly and lunchtime behaviour, knife and fork skills, pouring own drinks, handwashing etc.</p> <p><u>Fine Motor Skills</u> Develop the foundations of a handwriting style which is fast, accurate and efficient – Dough Disco/Nelson Handwriting/Letters modelled in phonics/opportunities to write in guided and independent learning time</p> <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 – Teach children to use different equipment and model use. Opportunities to use these.</p>	<p>and writing, paintbrushes, scissors, knives, forks and spoons – Opportunities to use these and model to help improve skill and accuracy</p> <p>Begin to show accuracy and care when drawing. Look at observational skills and using correct colours when drawing</p>	<p>and efficient Dough Disco/Nelson Handwriting/Letters modelled in phonics/opportunities to write in guided and independent learning time</p> <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 - Opportunities to use these and model to help improve skill and accuracy</p> <p>Begin to show accuracy and care when drawing Look at observational skills and using correct colours when drawing Look at shading light and dark</p>	<p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Opportunities to use these and model to help improve skill and accuracy</p> <p>Begin to show accuracy and care when drawing Look at drawing accurately when drawing animals and plants. Look at different shapes and colours in drawing</p>	<p>Begin to show accuracy and care when drawing Look at drawing accurately when drawing people including body parts, number of fingers, clothes, hair colour</p>	
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	<p>Begin to show accuracy and care when drawing – Look at using correct colours when colouring or drawing real things Children to draw their own self portrait focussing on correct eye and hair colour</p>					
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Specific Areas

<p>Literacy (See Letters and Sounds for more detailed phonics overview)</p>	<p><u>Phonics</u> Phase 2</p> <p><u>Handwriting</u> Dough Disco Nelson Handwriting Starter Book A</p> <p><u>Possible Stories/Books</u> Body/World/Community Simple Maps and Atlas' Sharing picture books We are all different Elmer Colour Monster Funny bones Lion who wanted to love Giraffes can't dance Atlas'</p> <p><u>Potential Writing Opportunities</u> Name writing Mark making Individual letters Labelling</p>	<p><u>Phonics</u> Phase 2/Phase 3</p> <p><u>Handwriting</u> Dough Disco Nelson Handwriting Starter Book A</p> <p><u>Possible Stories/Books</u> Fiction and nonfiction books linked to festivals and celebrations The Jolly Christmas Postman The Night before Christmas The Christmas Story</p> <p><u>Potential Writing Opportunities</u> Name writing Labels and captions Invitation making Card making Poster making Sequencing stories</p>	<p><u>Phonics</u> Phase 3</p> <p><u>Handwriting</u> Dough Disco Nelson Handwriting Starter Book B</p> <p><u>Possible Stories/Books</u> Fiction and non fiction books linked to space Big Book of Space Man on the Moon Beegu The way back home</p> <p><u>Potential Writing Opportunities</u> Name writing Lists Labels and captions Explanation sentences Observational sentences 'I can see...' Speech bubbles</p>	<p><u>Phonics</u> Consolidate/Apply Phases 2/ 3</p> <p><u>Handwriting</u> Dough Disco Nelson Handwriting Starter Book B</p> <p><u>Possible Stories/Books</u> Fiction and non fiction books linked to animals Big Book of Animals Lion who wanted to love Three Little Pigs Golilocks and the Three Bears Tiger who came to tea Snail and a whale</p> <p><u>Potential Writing Opportunities</u> Name writing Lists Labels and captions Descriptions Explanation sentences/Information Observational sentences Simple Storyboard</p>	<p><u>Phonics</u> Phase 4</p> <p><u>Handwriting</u> Dough Disco Nelson Handwriting Starter Book C</p> <p><u>Possible Stories/Books</u> Fiction and non fiction books linked to heroes Little People Big Dreams People who help us series Superhero stories/comics</p> <p><u>Potential Writing Opportunities</u> Name writing Captions and sentences Explanations/information Autobiography Posters Letters</p>	<p><u>Phonics</u> Consolidate/Apply Phases 2/3/4</p> <p><u>Handwriting</u> Dough Disco Nelson Handwriting Starter Book C</p> <p><u>Possible Stories/Books</u> Fiction and non fiction books linked to seaside Sharing a shell The singing mermaid Seaside Poems The Rainbow Fish</p> <p><u>Potential Writing Opportunities</u> Name writing Captions and sentences Recounts Description Postcards</p>
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<p>Mathematics (See White Rose SOL)</p>	<p>Baseline Assessment Match and sort Comparing amounts Comparing size, mass and capacity Exploring pattern</p>	<p>Representing 1, 2 and 3 Comparing 1, 2 and 3 Composition of 1, 2 and 3 Circles and triangles Positional Language Representing numbers to 5 One more and one less Shapes with 4 sides Time</p>	<p>Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity 6, 7 and 8 Making pairs Combining two groups Length and height Time</p>	<p>9 and 10 Comparing numbers to 10 Number bonds to 10 3D shape Pattern Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (matching, rotating, manipulating)</p>	<p>Adding more Taking away Doubling Sharing and grouping Even and Odd Spatial reasoning (compose and decompose)</p>	<p>Spatial reasoning Visualise and build Deepening understanding Patterns and relationship Spatial reasoning (mapping)</p>
<p>Understanding of the World</p>	<p><u>Past and Present</u> Is beginning to make sense of own life story/family history Children to discuss their immediate and wider family, look at family trees</p> <p>Comment on images of familiar situations in the past Discuss vocabulary of past, present and future. Ask parents to send in pictures of something the children have done and discuss in small groups. Show children pictures of their first day of school. Compare how they were feeling then and now</p> <p>Talk about the lives of the people around them and their roles in society Look at parental jobs and what children would like to be when they are older</p> <p><u>People, Culture and Communities</u></p>	<p><u>Past and Present</u> Comment on images of familiar situations in the past Ask parents to send in pictures of Christmas/birthday celebrations/other celebrations from the past for children to share and discuss</p> <p>Compare and contrast characters from stories, including figures from the past Look at different religious stories including the Christmas story and Rama and Sita. Discuss characters</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Look at how Christmas and other celebrations have changed and developed over time including traditions in other countries</p>	<p><u>Past and Present</u> Comment on images of familiar situations in the past Images of man landing on the moon</p> <p>Compare and contrast characters from stories, including figures from the past and understand the past through settings, characters and events encountered in books read in class and storytelling Neil Armstrong/Buzz Aldrin Mae Jamison</p> <p><u>The Natural World</u> Recognise some environments that are different to the one in which they live Look at difference between the earth and the moon and other planets</p> <p>Know some similarities and differences</p>	<p><u>People, Culture and Communities</u> Draw information from a single map Look at different animals from around the world and find where they live on a world map</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps Look at animals and their habitats around the world. Look at what it is like for humans living in those parts of the world and how their lives might be similar or different to our own</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Look at the school and village environment. What animals can we see and observe? What sort of habitats can we spot on our village and UK maps</p>	<p><u>Past and Present</u> Compare and contrast characters from stories, including figures from the past Look at different heroes both real and fictional including significant individuals who have changed the world</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Look at how heroes have helped change things for the better in the world e.g. Florence Nightingale, Rosa Parks, Gandhi</p> <p><u>People, Culture and Communities</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p><u>Past and Present</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Seaside past and present</p> <p><u>People, Culture and Communities</u> Draw information from a single map Making treasure maps Following a simple map Looking at a simple key</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps How is the seaside different in different parts of the world? How are people's lives shaped by living by the sea e.g. diving for sponge in Greece</p> <p><u>The Natural World</u></p>

<p>Talk about members of their immediate family and community Children to have opportunity to talk about they family and who lives in their house</p> <p>Name and describe people who are familiar to them Children to draw a picture of the people who live in their house and label it using words/mark making. Adult to scribe what children say about each person</p> <p>Draw information from a single map Use UK map to identify what country we live in (England), Look at UK jigsaw to spot familiar landmarks, look at Hutton Rudby map and identify where school and key places are. Look at map of the school site and say what we can see and explore making links</p> <p>Understand that some places are special to members of their community Talk about special places including church, school and places that are special to them. Look at these on village map.</p> <p>Describe their immediate environment</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><u>People, Culture and Communities</u></p> <p>Talk about members of their immediate family and community Talk about how members of their family celebrate at different times. How is this the same and different to others in our community? Look at the wider community and look at how other celebrate including those of other faiths and cultures</p> <p>Draw information from a single map Use a UK map to look at the four countries of the UK when looking at celebrations including Saints Days When looking at celebrations look at a World Map to identify other countries studied</p> <p>Understand that some places are special to members of their community Discuss special places in our community and how they are focal points for celebration and commemoration. Possible</p>	<p>between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Look at different environments on our own planet and compare and contrast this with other planets</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Look at element of nature – earth, fire, water, air, darkness, lightness, ice and nature and discuss in context of our planet and solar system</p>	<p><u>The Natural World</u> Explore the natural world around them and describe what they see, hear and feel whilst outside Explore the school site and village using their senses to guide them. What can we discover in different habitats e.g. woods and river?</p> <p>Recognise some environments that are different to the one in which they live Compare different UK and world habitats</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Life cycles Melting ice – climate change Spring</p>	<p>Look at different faiths and their beliefs and significant individuals in their faiths</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps How is life different for people around the world particularly those without the same rights as us</p> <p><u>The Natural World</u> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Summer</p>	<p>Explore the natural world around them and describe what they see, hear and feel whilst outside Visit the seaside and explore Explore feel of water and sand on our hands and feet in the outside area</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants Observe the fish tank and learn about what lives there Draw pictures of fish in the tank</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Compare our school environment to the seaside Compare the seaside to other natural environments around the world</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Tides Sinking and floating</p>
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using knowledge from observation, discussion, stories, non-fiction texts and maps Explore the school site and look at maps/Walk to village shop/church/place of interest in the village?

The Natural World

Explore the natural world around them and describe what they see, hear and feel whilst outside – Look at vocabulary for senses (senses song) and then go on a wellie walk to the nature area. Children to discuss what they can see, hear and feel. Compare that to same senses when on village walk

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Learn the names of the 4 seasons. As the leaves start to fall discuss summer into autumn and what changes we see and discuss harvest
Look at melting in the context of melting chocolate for crispy cakes/choc making is this change reversible or irreversible?

visits to the church and war memorial in the village.
Visit from faith group or leader

Recognise that people have different beliefs and celebrate special times in different ways.

Look at range of faiths in the context of celebration including Christianity/Hinduism and Judaism

Recognise some similarities and differences between life in this country and life in other countries

Look at how Christmas is celebrated in other countries and other celebrations. Ensure children know that other faiths that are practiced abroad are also practiced in the UK. Look at how some celebrations are similar e.g. Bonfire night and Diwali fireworks

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

In the context of celebration look at similarities and differences in cultural and religious communities

		<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p><u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants Drawing poppies Explore the school environment and make observations of autumn changes</p>				
Expressive Arts and Design	<p><u>Creating with Materials</u> Artistic effects/materials/tools/techniques Children introduced to different media/equipment in the classroom Self-portrait/family using coloured pencil Explore colour mixing with paint Playdough faces Funny bones skeletons with art straws Split pin people</p> <p><u>Being Imaginative and Expressive</u></p> <p>Listen attentively, move to and talk about music,</p>	<p><u>Creating with Materials</u> Artistic effects/materials/tools/techniques Printing with hands/feet Firework Straw Art Clay for Diva Lamps Rangoli patterns Paper/Lolly Stick Poppies Stone painting with acrylic Sketching poppies Christmas cards/decorations using natural materials</p> <p><u>Being Imaginative and Expressive</u> Listen/watch music, dance and performance art and respond Listen to and respond to music from around the world</p>	<p><u>Creating with Materials</u> Artistic effects/materials/tools/techniques Van Gogh Starry Night – Using other art as inspiration Printing with Shapes – Aliens Marbled Planets Rockets – Junk models/Papier Mache Mod Roc Planets</p> <p><u>Being Imaginative and Expressive</u> Listen/watch music, dance and performance art and respond Listen to and respond to Gustav Holst The Planets</p>	<p><u>Creating with Materials</u> Artistic effects/materials/tools/techniques Vegetable art Mud painting Animal drawing Animal masks Natural materials</p> <p><u>Being Imaginative and Expressive</u> Listen/watch music, dance and performance art and respond Andy’s Animal Raps https://www.bbc.co.uk/teach/b-ring-the-noise/andys-raps-index/z6tjcqt</p> <p>Develop storylines in their pretend play Role play Vets Small World Animal Puppets</p>	<p><u>Creating with Materials</u> Artistic effects/materials/tools/techniques Portraits Superhero design</p> <p><u>Being Imaginative and Expressive</u></p> <p>Develop storylines in their pretend play Role play hero themed based on interest e.g superhero lair/fire station/hospital Small World Different hero stick puppets from our learning</p>	<p><u>Creating with Materials</u> Artistic effects/materials/tools/techniques Drawing landscapes Fish drawings Beach Collage Sand Art Lighthouses</p> <p><u>Being Imaginative and Expressive</u></p> <p>Develop storylines in their pretend play Role play Beach Small World Seaside tuff tray</p> <p>Perform nursery rhymes/poems/stories See Communication and Language</p>

	<p>expressing their feelings and responses Children to listen to different genres of music – how would you move to this music? Explore instruments and vocabulary of loud and quiet, fast and slow Look at body percussion and sounds we can make with our body parts (hands, feet, mouth) Pass a clap Follow pattern Body percussion song</p> <p>Develop storylines in their pretend play Role play area as home set up and dolls house small world with range of characters</p> <p>Perform nursery rhymes/poems/stories See Communication and Language</p>	<p>Look at and perform dances from around the world Explore different instruments</p> <p>Develop storylines in their pretend play Role play area set up as birthday party but to be adapted for other celebrations. Small world puppets of different religious stories including the nativity</p> <p>Perform nursery rhymes/poems/stories See Communication and Language</p>	<p>Develop storylines in their pretend play Role play Rocket/Space Station Small World Rocket and astronauts/Aliens Space Adventure to music</p> <p>Perform nursery rhymes/poems/stories See Communication and Language</p>	<p>Perform nursery rhymes/poems/stories See Communication and Language</p>	<p>Perform nursery rhymes/poems/stories See Communication and Language</p>	
Focus Days	National Poetry Day	<p>Bonfire Night Armistice Day Diwali Thanksgiving St Andrews Day (children will learn about Saints Days for the UK) Hanukkah Advent</p>		<p>Shrove Tuesday World Book Day World Poetry Day Mother's Day Easter</p>	<p>St George's Day Ramadan Florence Nightingale's Birthday</p>	Father's Day