

Hutton Rudby Primary School

EYFS Curriculum Overview



Updated: September 2023

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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. Development Matters statements are weaved throughout our overview in **bold**, the Early Learning Goals are stated at the end of this document. 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.

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 |
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| Theme | This is Me | Let's Celebrate! | Space | Farm Animals | Heroes | Our Special Seaside |
| Hook/Potential Trips | Sharing our first day of school photos | Firework Art | Alien landing in the classroom | Hatching chicks Farm Trip | Paramedic / Police Visit | Seaside Puppet Show |
| Suggested Focus Days | National Poetry Day | Bonfire Night Armistice Day Diwali Thanksgiving St Andrews Day (Saints Days for the UK) Hanukkah Advent | | Shrove Tuesday World Book Day World Poetry Day Mother's Day Easter | St George's Day Ramadan Florence Nightingale's Birthday | Father's Day |
| Links to CHILD vision | 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 H – Children will learn about how to look after | 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. | 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 H – Children will continue to develop their independence in | 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 H - Children will continue to develop their independence in | 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. 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 | 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 H - Children will learn about sun and water safety including how to protect |

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| | <p>themselves with increasing independence including personal hygiene, dressing and teeth brushing. They will also learn about simple 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>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 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</p> | <p>looking at their own health and will look specifically at screen time and its impact on own physical and mental health. They will learn 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</p> | <p>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 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>their bodies effectively in the summer months</p> <p>I - Children will learn about significant individuals and 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>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>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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| | | encourage and praise/rewards determination. | praise/rewards determination. | | | |
| Prime Areas | | | | | | |
| Suggested new vocabulary & Texts including poems, songs & nursery rhymes | Body parts: arm, leg, head, hands, feet, ears, toes etc. Language of emotions (introduced by colour monster): angry, sad, happy, joyful Senses Question words School values 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 | Extend knowledge of language for emotions Vocabulary linked to celebrations and faiths/beliefs Language of comparison 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 | Vocabulary linked to space, past and present, significant people Twinkle Twinkle Little Star The Planets – Gustav Holst | Extend knowledge linked to animals, habitats, geographical vocabulary, life cycles, comparison Incey Wincey Spider Daffodils – William Wordsworth Macavity the Mystery Cat – T.S Eliot Old Macdonald | Language linked to heroes, real and fictional heroes, different occupations, significant individuals, historical and geographical language 999 Emergency Song London's Burning | Continue to develop language linked to the seaside, historical and geographical vocabulary She sells sea shells Oh I do like to be beside the seaside |
| Communication and Language | <p>How to listen carefully and why it is important: school rules, behaviour system, learning behaviours on carpet and in provision.</p> <p>Opportunity for questioning: Introduce questions Model/support in asking questions</p> <p>Articulate sentences – model 'think it say it' approach. Encourage children to articulate themselves with correct grammar.</p> | <p>Opportunity for conversation: our celebrations, e.g. birthdays/Christmas, a range of faiths and cultures including asking questions</p> <p>Describing events they have celebrated and others may celebrate</p> <p>Roleplay retelling stories e.g. Christmas story</p> | <p>Opportunity for conversation about space and planets. Children can ask questions about what they want to know Children to explain simple terms scientific concepts relating to earth and planets</p> <p>Children learn and explain how shadows are formed</p> | <p>Opportunity for conversation about animals and their habitats including specific farm life</p> <p>Children will continue developing questioning skills about what they want to know</p> <p>What is a habitat? How do animals adapt? Life cycles of chickens and butterflies</p> | <p>Opportunity for questioning e.g. what makes a hero? Discuss real and fictional heroes.</p> <p>What is a hero? What qualities do they have? Who is around to help us?</p> | <p>Discuss in detail with peers about local seashores and any previous trips to the seaside. Ask questions and have conversations about their experiences.</p> <p>Explain how to keep safe in Summer Explain how to keep safe around the seaside and around the water.</p> |

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| | <p>Describing events e.g. favourite day out from Summer</p> <p>Retelling traditional stories & introducing story acting</p> | | | | | |
| Personal Social Emotional Development | <p>Express his/her own feelings and consider feelings of others, introduce new language (colour monster) Feelings display Discuss scenarios and how they would/should react</p> <p>Look at what makes us special and individual/what is different and what is the same Adults will model how to use equipment and provide new opportunities. Children supported in doing this to develop resilience and perseverance.</p> <p>Managing basic hygiene: Teach children to gel/wash hands regularly. Toilet and handwashing independence Independence at lunch Cutting food & pouring drinks Coat and jumper skills Food tasting</p> | <p>Introduce wider range of vocabulary for emotions Recognising emotions in others and understand how to support each other</p> <p>Encouraged to try new activities and foods Set challenges encouraging resilience and perseverance (100 things to do, cultural capital passport etc)</p> <p>Children should now be managing toilet Zipping own coat, gloves, wellies etc Independence at lunch Teach importance of food variety</p> <p>Children learn similarities and differences in others, valuing all people Form friendships and respectful relationships Share toys, turn-taking, work on teamwork</p> | <p>Continue to discuss feelings and emotions, developing self-regulation</p> <p>Confident to try new activities as part of learning, participating in challenges to further develop resilience and perseverance</p> <p>Continue building relationships based on needs of children</p> <p>Taught to play games with more rules, uno, race to the moon and toy games. Continue developing turn-taking</p> | <p>Continue to discuss feelings and emotions, developing self-regulation. Continue to base on the needs of children</p> <p>Continue trying new activities and foods including challenges</p> <p>Friendship building, respectful relationships based on the needs of the children</p> <p>Continue playing games with rules, children growing to be more independent with turn-taking</p> | <p>Start building confidence to express feeling and emotions, developing self-regulation</p> <p>Children given independence over what to wear to keep themselves comfortable e.g. do they need a jumper or not? Children learn importance of keeping extra hydrated when it is hot</p> <p>Continue to play games with rules. Children if ready to be introduced to longer and more complex board games. Children could develop own games with rules that they follow and explain to their peers.</p> | <p>Continue to discuss feelings and emotions in preparation for Year 1, children should now be considering feelings of others</p> <p>Continue trying new foods and activities, encouraging peers to do the same</p> <p>Children can care for themselves in most cases e.g. understand how to keep hydrated, putting on their own hats and suncream in warm weather</p> <p>Continue building friendships ready for Year 1</p> <p>Children understanding more complex games with rules, making their own games with rules</p> |

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| | <p>What is a good friend? What characteristics are valued in our school? Share toys, take turns, work together on jigsaws and simple games</p> | | | | | |
| Physical Development | <p>Revise and refine fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing in PE and play time</p> <p>Start to develop body strength, coordination, balance and agility for future PE sessions (swimming through parent voice)</p> <p>Using core muscle strength to achieve good posture: Model how to sit on carpet with good posture</p> <p>Look at different types of food e.g. healthy/unhealthy and try new foods Begin to discuss teeth and toothbrushing</p> <p>Lining up and moving around school, teach expectations of assembly, lunch time behaviour including lunch time skills</p> | <p>Continue developing body strength, coordination, balance and agility in PE and outdoor play Teach correct posture and position for writing at a table</p> <p>Continue developing fine motor skills e.g. dough disco</p> <p>Introduce range of tools to be used safely: scissors, pencils, paintbrushes, knives, forks</p> <p>Continue to apply accuracy and care when drawing</p> | <p>Progress towards more fluent style of moving</p> <p>Continue developing body strength, coordination, balance and agility in PE and outdoor play</p> <p>Know and talk about factors that support overall health and wellbeing: sensible amounts of 'screen time': What do we use it for? Is it productive and enjoyable? How much is healthy? What other activities can we do?</p> <p>Strengthen fine motor skills: play dough, dough disco, nelson handwriting</p> <p>Continue practising using a range of tools to develop skills e.g. scissors, paintbrushes</p> <p>Continue developing accuracy and care, start using details e.g. shading light and dark</p> | <p>Progress with developing body strength, coordination, balance and agility in PE and outdoor play, using combinations</p> <p>Achieve good posture sitting at table</p> <p>Confidently and safely use a range of large and small apparatus indoor and outdoor alone</p> <p>Develop and refine a range of ball skills: throwing, catching, kicking, passing, batting, aiming</p> <p>Develop confidence and precision in ball games</p> <p>Know and talk about factors with health and wellbeing: physical activity and sleep routines</p> <p>Develop foundations which is fast, accurate and efficient</p> | <p>Progress with developing body strength, coordination, balance and agility in PE and outdoor play, using combinations</p> <p>Achieve good posture sitting at table</p> <p>Confidently and safely use a range of large and small apparatus indoor and outdoor alone and with groups</p> <p>Further refine and develop and refine a range of ball skills: throwing, catching, kicking, passing, batting, aiming</p> <p>Negotiate space and obstacles safely with consideration for themselves and others</p> <p>More energetically, running, jumping, dancing, hopping, skipping and climbing</p> <p>Know and talk about different factors for health and wellbeing: being a safe pedestrian/bike rider</p> | <p>Progress with developing body strength, coordination, balance and agility in PE and outdoor play ready for Year 1</p> <p>Maintain good posture when sitting on carpet and at a table</p> <p>Continue to negotiate space and obstacles safely, considering themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Continue to move energetically: run, jump, hop, skip, climb</p> <p>Continue using fine motor skills – using tripod grip in almost all cases</p> |

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| | <p>Start to develop fine motor skills: dough disco, nelson handwriting, letters modelled through phonics, opportunity to write in independent learning time</p> <p>Teaching equipment and modelling usage</p> <p>Begin to show accuracy and care when drawing e.g. self portraits</p> | | | <p>Develop small motor skills to use a range of tools competently, safely and confidently: pencils, pens, scissors, knives, forks, spoons, brushes</p> <p>Look at different shapes and colours in drawing animals and plants</p> | <p>Fine motor skills to hold pencil effectively in preparation for fluent writing using tripod grip for almost all</p> <p>Continue using range of tools</p> | <p>Continue using range of small tools, opportunities to use to help improve skill and accuracy</p> <p>Drawing accurately when drawing landscapes and larger pictures</p> |
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Specific Areas

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| Literacy | <p>Phonics Phase 2 Little Wandle</p> <p>Name Writing Mark Making Letter formation Labels</p> | <p>Phonics Phase 2/3 Little Wandle</p> <p>Name Writing Labels & Captions Invitations Card making Posters Sequencing stories</p> | <p>Phonics Phase 3 Little Wandle</p> <p>Nelson Handwriting Starter Book</p> <p>Name Writing Lists Labels & Captions Explanation sentences Observational sentences, 'I can see...' Speech bubbles</p> | <p>Phonics Consolidate/Apply Phases 2/3 Little Wandle</p> <p>Nelson Handwriting Starter Book</p> <p>Name Writing Lists Labels & captions Descriptions Explanation sentences/information Observational sentences Simple story boards</p> | <p>Phonics Phase 4 Little Wandle</p> <p>Nelson Handwriting Book</p> <p>Name Writing Captions and sentences Explanations/information Posters Letters</p> | <p>Phonics Consolidate/Apply Phases 2/3/4 Little Wandle</p> <p>Nelson Handwriting Book</p> <p>Name Writing Labels Captions and sentences Description Postcards from the seaside</p> |
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| | <p>Potential Resources:</p> <p>Dough Disco</p> <p>Body/World/Community</p> <p>Simple Maps and Atlas'</p> <p>Sharing Picture Books</p> <p>We are all different</p> <p>Elmer</p> <p>Colour Monster</p> <p>Funny Bones</p> <p>Lion who wanted to love</p> <p>Giraffes can't dance</p> | <p>Potential Resources:</p> <p>Dough Disco</p> <p>Fiction/Non-fiction</p> <p>Festival books & celebrations</p> <p>The Jolly Christmas</p> <p>Postman</p> <p>The night before Christmas</p> <p>The Christmas Story</p> | <p>Potential Resources:</p> <p>Dough Disco</p> <p>Fiction/Non-fiction</p> <p>The big book of Space</p> <p>Man on the moon</p> <p>Beegu</p> <p>The way back home</p> | <p>Potential Resources:</p> <p>Dough Disco</p> <p>Fiction/Non-fiction</p> <p>Big Book of Animals</p> <p>Three little pigs</p> <p>Billy Goats Gruff</p> <p>Goldilocks and the three bears</p> <p>Tiger who came to tea</p> <p>Snail and the Whale</p> | <p>Potential Resources:</p> <p>Dough Disco</p> <p>Fiction/Non-fiction</p> <p>Little People Big Dreams</p> <p>Supertato</p> <p>People who help us series</p> <p>Superhero stories/comics</p> | <p>Potential Resources:</p> <p>Dough Disco</p> <p>Fiction/Non-fiction</p> <p>The Little Mermaid</p> <p>The Lighthouse</p> <p>Keeper</p> <p>Sharing a shell</p> <p>The singing mermaid</p> <p>Seaside Poems</p> <p>The Rainbow Fish</p> |
| <p>Mathematics</p> <p>(White Rose SOL)</p> | <p>Baseline Assessment</p> <p>Match, sort & compare: comparing amounts and size</p> <p>Talk about measure & patterns: compare size, mass, capacity, explore simple patterns, create simple patterns</p> | <p>It's me, 123: find, subitise and represent 1, 2 and 3, 1 more/less, composition of 1, 2 and 3</p> <p>Circles & Triangles: identify, name compare circles and triangles, shapes in the environment, describe position</p> <p>1,2,3,4,5: Find, subitise, represent 4 and 5, 1 more/less, composition of 4 and 5</p> <p>Shapes with 4 sides: identify, name, combine shapes with 4 sides, shapes in the environment, day and night</p> | <p>Alive in 5: Introduce zero, find, subitise, represent 0-5, 1 more/less, composition</p> <p>Mass and capacity: compare mass, find a balance, explore and compare capacity</p> <p>Growing 6, 7, 8: find, represent 6, 7 and 8, 1 more/less, composition of 6, 7, 8, make pairs odd and even, double to 8, combining 2 groups</p> | <p>Length, height and time: explore and compare length and height, talk about time, order and sequence time</p> <p>Building 9 and 10: find, compare, represent 9 and 10, conceptual subitising, 1 more/less, composition to 10, bonds to 10, doubles to 10, explore even and odd</p> <p>Exploring 3D shapes: recognise, find, use 3D shapes, identify complex patterns, copy and continue patterns</p> | <p>To 20 and Beyond: build numbers beyond 10, continue patterns beyond 10, verbal counting beyond 20, verbal counting patterns</p> <p>How many now? Add more, take away</p> <p>Manipulate, compose and decompose: select, rotate, manipulate shapes, explain arrangements, compose/decompose shapes, copy 2D shape pictures, find 2D within 3D</p> | <p>Sharing and grouping: sharing, grouping, even and odd sharing, play and build doubles</p> <p>Visualise, build and map: identify repeating patterns, create rules, visualise and describe positions, give instructions to build, mapping</p> <p>Make connections: Deepen understanding, patterns and relationships</p> |

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| <p>Understanding the World</p> | <p>Begin to make sense of own life story/family history, discussing immediate and wider family</p> <p>Comment on images of familiar situations in the past: Discuss past, present and future, discuss something they have done in small groups. Show pictures of first day at school and compare feelings of now and then</p> <p>Lives of people around them and their roles: Talk about parents and their jobs</p> <p>Talk about members of family and community: Draw a picture of people in their house, adults can scribe</p> <p>Draw information from a simple map: Use simple map to identify UK and could identify familiar landmarks, look at school site and say what we can see</p> <p>Understand that some places are special to members of their community: Special places including church and school, look on village map</p> | <p>Comment on images of familiar situations: Ask parents for pictures of celebrations e.g. birthdays, children can share and discuss</p> <p>Compare/contract characters from stories including figures from past: Religious stories including Rama and Sita and discuss their characters</p> <p>Focus on Christmas and others celebrations, how they have changed and developed over time</p> <p>Talk about members of immediate family and community: celebration of faiths with family and community</p> <p>Draw information from single map: UK map looking at four countries</p> <p>Understand importance of special places to members of community: focal points for celebration and commemoration</p> <p>Recognise different beliefs and special times in different ways</p> | <p>Comment on images of familiar situations: Man landing on the moon</p> <p>Compare/contrast characters from stories including figures from past and understand past through settings, characters and events encountered in books in class and storytelling: Neil Armstrong/Buzz Aldrin/Mae Jamison</p> <p>Recognise some environments that are different to the one in which they live: difference between Moon, Earth and Other Planets</p> <p>Know some similarities and differences between natural world around them and contrasting environments, drawing on experiences and what has been read in class: Different environments on own and other planets</p> <p>Important processes and changes in natural world around them, including seasons and changing of matter:</p> | <p>Explain some similarities and differences between life in this country and life in others, drawing on knowledge from stories, non-fiction texts and maps where appropriate: animals in their habitats</p> <p>Immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps: school and village, what animals can we see and observe?</p> <p>Explore natural world around them and describe what they see, hear and feel: use senses to guide children, look at our habitats</p> <p>Recognise some environments which are different to the one in which they live: compare different habitats</p> <p>Explore natural world, making observations and drawing pictures of animals and plants: hatching chicks</p> | <p>Compare and contrast characters from stories, including figures from past: different heroes both real and fictional, significant individuals who have changed the world</p> <p>Know some similarities and differences between things in past and now: how heroes have helped change things for better e.g. Florence Nightingale, Rosa Parks</p> <p>Know some similarities and differences between religious and cultural communities in this country, drawing on experiences and what has been read: Look at faiths and their beliefs and significant individuals</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p>Understand important processes and changes in natural world around them: Summer</p> | <p>Know some similarities and differences between things in past and now: Seaside past and present</p> <p>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. fishing</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> |
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| | <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps: Explore school site and look at maps</p> <p>Explore natural world around them and describe what they see, hear and feel whilst outside: Look at senses song, go on a walk to nature area. Children discuss what they can see, hear and feel</p> <p>Important processes and changes in the natural world around them: Names of the 4 seasons, discuss reversible and irreversible changes e.g melting</p> | <p>Range of faiths in context of celebration e.g. Christianity</p> <p>Recognise similarities and differences between life in this country and life in other countries: Difference in Christmas celebrations across world</p> <p>Know some similarities and differences between different religious and cultural communities in this country</p> <p>Explain some similarities and differences drawing on stories, non-fiction texts and maps when appropriate</p> <p>Explore natural world around them, making observations and drawing pictures of animals and plants: poppies, school environment and observational changes (Autumn)</p> | <p>earth, fire, water, air, darkness, light, ice and nature</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>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, observe & 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: Tides, sinking and floating</p> |
| Expressive Arts and Design | <p>Artistic effects, materials, tools, techniques: Children introduced to different</p> | <p>Artistic effects, materials, tools, techniques: Printing with hands/feet Firework Straw Art</p> | <p>Artistic effects, materials, tools, techniques: Van Gogh Starry Night – Using other art as inspiration</p> | <p>Artistic effects, materials, tools, techniques: Vegetable art Mud painting</p> | <p>Artistic effects, materials, tools, techniques: Portraits, Superhero design, Superhero potatoes, Vehicles</p> | <p>Artistic effects, materials, tools, techniques: Drawing landscapes Fish drawings</p> |

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| | <p>media/equipment in the classroom</p> <p>Self-portrait family using coloured pencil</p> <p>Explore colour mixing with paint</p> <p>Playdough faces</p> <p>Funny bones skeletons with art straws</p> <p>Split pin people</p> <p>Listen attentively, move and talk about music, expressing feelings and responses: how would you move?</p> <p>Explore instruments and vocabulary of loud and quiet, fast and slow</p> <p>Body percussion</p> <p>Develop story lines and pretend play: role play area as home set up and dolls house, small world with a range of characters</p> | <p>Clay for Diva Lamps</p> <p>Rangoli patterns</p> <p>Paper/Lolly Stick Poppies</p> <p>Stone painting with acrylic</p> <p>Sketching poppies</p> <p>Christmas cards and decorations using natural materials</p> <p>Listen/watch music, dance and performance art and respond: music from around the world</p> <p>Look at and perform dances from around the world</p> <p>Develop story lines in their pretend play: role play area as birthday party but adapted for other celebrations, small world puppets of different religious stories</p> | <p>Printing with Shapes –</p> <p>Aliens Marbled Planets</p> <p>Rockets – Junk models/Papier Mache</p> <p>Mod Roc Planets</p> <p>Listen/watch music, dance and performance art and respond: Gustav Holst – The Planets</p> <p>Develop storylines in their pretend play: Role play rocket/space station</p> <p>Rockets, astronauts and aliens</p> | <p>Animal drawing</p> <p>Animal masks</p> <p>Natural materials</p> <p>Listen/watch music, dance and performance art and respond</p> <p>Andy's Animal Raps</p> <p>Develop storylines in their pretend play:</p> <p>Role play Vets</p> <p>Small World Animal Puppets</p> | <p>Develop story lines in their pretend play: Role play hero themed based on interests, superhero lair/fire station/hospital/vet/Doctors</p> <p>Surgery</p> <p>Stick puppets from learning</p> | <p>Beach Collage</p> <p>Sand Art</p> <p>Lighthouses</p> <p>Develop storylines in their pretend play</p> <p>Role play beach</p> <p>Seaside tuff trays</p> <p>Clear the ocean tuff trays</p> |
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Early Learning Goals

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| Communication and Language | Listening, Attention and Understanding Children at the expected level of development will: <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. | Speaking Children at the expected level of development will: <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 Children at the expected level of development will: <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. | Managing Self Children at the expected level of development will: <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. | Building Relationships Children at the expected level of development will: <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 Children at the expected level of development will: <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. | Fine Motor Skills Children at the expected level of development will: <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. | |

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| Literacy | Comprehension Children at the expected level of development will: <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 roleplay. | Word Reading Children at the expected level of development will: <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. | Writing Children at the expected level of development will: <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. |
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| Mathematics | Number Children at the expected level of development will: <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. | Numerical Patterns Children at the expected level of development will: <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 |
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| Understanding the World | Past and Present Children at the expected level of development will: <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. | People, Culture and Communities Children at the expected level of development will: <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. | The Natural World Children at the expected level of development will: <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. |
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| Expressive Arts and Design | Creating with Materials Children at the expected level of development will: | Being imaginative and expressive Children at the expected level of development will: <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher |
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| | <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. | <ul style="list-style-type: none">• 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. |
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