



## Ironville and Codnor Park Primary School

**Believe Achieve Succeed**



### EYFS Long Term Curriculum

*At Ironville and Codnor Park Primary school we believe that every child should be given the opportunity and support to develop and grow with confidence and kindness. Our team shows passion, dedication, and love to all our EYFS children to help them to achieve all their ambitions and reach for the stars! These are supported by our school mission statement 'Believe, Achieve, Succeed' and our school motto of 'Be Unique'. We encourage and motivate our children to build high self-esteem and resilience so that they are confident to believe in themselves. Our school motto emphasises that each child is different, and we build upon this within our EYFS with every child being celebrated for who they are. We love how different all our children are and we strive to give encouragement and support where needed so that each child can reach their full potential. Our RESPECT values are encouraged and praised. The children learn about each RESPECT value and how they can show these to others. Our seven RESPECT behaviours are resilience, excellence, being self-aware, passion, empathy, communication and teamwork.*

In the EYFS we follow our school aims of:

- To provide a broad and balanced experience-based curriculum.
- To engage parents and carers in their children's learning.
- To actively promote high standards of achievement and good behaviour.
- To work with the local community to help our children grow into good citizens.
- To treat everyone with kindness, respect and tolerance.
- To encourage creative, challenging and enquiring minds.
- To promote a healthy lifestyle.
- To provide a model of lifelong learning that promotes resilience and independence.
- To empower children to have a voice.
- To learn, have fun and be happy!

### Building Relationships

*The relationships which children build in the EYFS are vital and have an impact on children's learning and developing. This is why at Ironville and Codnor Park Primary School building strong and positive relationships with our children is the first thing we accomplish when they start school. We want our children to feel secure and confident in their school as well as cared for and heard. This is why every member of our EYFS team is genuinely passionate about the happiness and development of children.*

### Characteristics of Effective Learning

*Playing and exploring: We want children to be confident learners where they investigate and 'have a go' with new activities. They can apply their previous knowledge and to create links in their memory to new learning and development.*

*Active Learning: We support children to keep on trying if they have a difficulty and not to give up! Children are guided through self-regulation, pursuing their own learning, and taking pride in their achievements creating a lifelong love of learning.*

*Creating and Thinking Critically: We want children to have their own ideas and build upon these making links in their learning. We want them to question the world around them and use their previous knowledge to make their own conclusions.*

EYFS Themes

Autumn One

**Marvellous  
Me!**

Autumn Two

**Celebrations/ People  
who help us**

Spring One

**Space Explorers**

Spring Two

**Animal  
Kingdom**

Summer One

**A bug's life**

Summer Two

**Sandy Shores and Salty Seas**

## Story Time Books

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
<ul style="list-style-type: none"> <li>- Barbara Has a Wobbler</li> <li>- The Jelly That Wouldn't Wobble</li> <li>- The Colour Monster</li> <li>- Peepo!</li> <li>- This Is Me!</li> <li>- Room on the Broom</li> </ul>	<ul style="list-style-type: none"> <li>- The Family Book</li> <li>- Not Now, Noor!</li> <li>- Happy in Our Skin</li> <li>- Stick Man</li> <li>- The Night Before Christmas</li> </ul>	<ul style="list-style-type: none"> <li>- Me and My Hair</li> <li>- My Granny Went to Market</li> <li>- The Same but Different</li> <li>- My Family and Other Families</li> </ul>	<ul style="list-style-type: none"> <li>- The Jelly That Wouldn't Wobble</li> <li>- Barbara Has a Wobbler</li> <li>- Little Raindrop</li> <li>- The Lion Inside</li> <li>- There's a Snake in My School!</li> </ul>	<ul style="list-style-type: none"> <li>- The Very Hungry Caterpillar</li> <li>- Jack and the Jellybean Stalk</li> <li>- My Granny Went to Market</li> <li>- The Same But Different</li> </ul>	<ul style="list-style-type: none"> <li>- The Snail and the Whale</li> <li>- Grandad's Island</li> <li>- Sharing a Shell</li> <li>- What the Ladybird Heard Next</li> <li>- The Rainbow Fish</li> <li>- The Lighthouse Keeper's Lunch</li> </ul>

## Our Fab 5 Books!

The Gruffalo	The Very Hungry Caterpillar	Each, Peach, Pear, Plum	The Three Little Pigs	Three Billy Goats Gruff
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## Cultural Capital

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
<ul style="list-style-type: none"> <li>- Gratitude Day</li> <li>- Fitness Day</li> <li>- Black History Month</li> <li>- Poetry Day</li> <li>- Halloween</li> <li>- Birthdays</li> </ul>	<ul style="list-style-type: none"> <li>- Bonfire night</li> <li>- Remembrance Sunday</li> <li>- Diwali (Hinduism)</li> <li>- Hanukkah (Judaism)</li> <li>- Christmas (Christianity)</li> <li>- Nativity Play</li> <li>- Theatre trip</li> <li>- Trip to the church (advent)</li> </ul>	<ul style="list-style-type: none"> <li>- New Year</li> <li>- Valentine's day</li> <li>- Storytelling week</li> <li>- Safer internet day</li> <li>- Holi festival (Hinduism)</li> <li>- Trip to the local garage</li> </ul>	<ul style="list-style-type: none"> <li>- Pancake day</li> <li>- St Patrick's day</li> <li>- World book day</li> <li>- Mother's day (Christianity)</li> <li>- Science week</li> <li>- Easter (Christianity)</li> <li>- Trip to the church (Easter)</li> </ul>	<ul style="list-style-type: none"> <li>- Be Unique</li> <li>- RESPECT behaviours</li> <li>- Minibeast hunt</li> <li>- Little Chefs' Programme</li> <li>- Trip to the local park</li> </ul>	<ul style="list-style-type: none"> <li>- Pride/ Rainbow day</li> <li>- World Ocean Day</li> <li>- Pirate Day</li> <li>- Wonderful World Week</li> <li>- Little Chefs' Programme</li> <li>- RSE Day</li> <li>- Trip to Codnor Park Reservoir</li> </ul>

## Parental Involvement

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
<ul style="list-style-type: none"> <li>- Parent workshops for children and parents</li> <li>- Baseline discussions</li> <li>- Browsing books</li> <li>- Take home bags</li> </ul>	<ul style="list-style-type: none"> <li>- Nativity play</li> <li>- Christmas jumper, dinner and art day</li> <li>- Theatre trip</li> <li>- Parents' evening</li> <li>- Browsing books</li> <li>- Take home bags</li> </ul>	<ul style="list-style-type: none"> <li>- Storytelling week</li> <li>- Browsing books</li> <li>- Take home bags</li> </ul>	<ul style="list-style-type: none"> <li>- World Book Day</li> <li>- Science fair</li> <li>- Easter craft day</li> <li>- Browsing books</li> <li>- Take home bags</li> </ul>	<ul style="list-style-type: none"> <li>- Browsing books</li> <li>- Take home bags</li> </ul>	<ul style="list-style-type: none"> <li>- Wonderful World Week art afternoon</li> <li>- Sports day</li> <li>- Browsing books</li> <li>- Take home bags</li> </ul>

## Commando Joe Missions

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
Incy Wincy Spider	Jack and Jill	If you're happy and you know it	Twinkle, Twinkle Little Star	Three Blind Mice	Humpty Dumpty

**Communication and Language**

- Listening, attention and understanding
- Speaking

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
Settling in stories	Favourite stories	Exploring new authors	Story telling	What happened in the story?	Can you tell a story to a friend?
Songs and nursery rhymes	Familiar print	Exploring new rhymes	Embedding new vocabulary through play and discussions	Embedding new vocabulary through play and discussions	Creating their own stories
All About Me	Our favourite authors	Stories reflecting celebrations and cultures	Sharing stories which we like	Retelling stories through play	Embedding new vocabulary through play and discussions
Familiar print	Rhyme time	Retelling stories through play	Retelling stories through play	Stories reflecting celebrations and cultures	Stories reflecting celebrations and cultures
Positive interactions and C&L	Stories reflecting celebrations	Embedding new vocabulary in play	Stories reflecting celebrations and cultures	Explaining what happened in a story	Sharing our favourite stories
	Using sentences C&L		Finding, talking about and retelling favourite parts of a story.	Using expression when talking about parts of a story	Sharing their stories with friends

## **PSED**

- Self-Regulation
- Managing Self
- Building Relationships

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<b><u>Autumn One</u></b>	<b><u>Autumn Two</u></b>	<b><u>Spring One</u></b>	<b><u>Spring Two</u></b>	<b><u>Summer One</u></b>	<b><u>Summer Two</u></b>
<b><u>Zones of regulation</u></b>  Exploring emotions  Understanding of colours which match to the feelings	<b><u>Zones of regulation</u></b>  Exploring emotions  Understanding of colours which match to the feelings	<b><u>Relationships</u></b>  What makes a good friend?  What does be kind mean/ look/ feel like?  Teamwork  Is winning the most important thing?  What happens if people don't do what we want them to do?	<b><u>Bullying Matters</u></b>  Understand actions and identify feelings  What makes us unique – celebrating diversity  Treat each other with kindness and respect  Knowing right and wrong/ fair/ unfair  Know who children can talk to	<b><u>Drug Education</u></b>  Being poorly and what made them better  Using medicine safely  What can we do when someone is unwell  Different types of medicines - are they sweets?  Managing big emotions when unwell	<b><u>Changes</u></b>  Changes in the environment – three little pigs houses  Changes in the environment - dry or wet, hot or cold  A new family member  Transition

## Physical Development

- Gross Motor
- Fine Motor

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

## Fine Motor

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
Doh disco	Doh disco	Doh disco	Doh disco	Doh disco	Doh disco
Play-Doh: Squeezing, rolling, squashing	Play-Doh: Squeezing, rolling, squashing	Play - doh	Play - doh	Play - doh	Play – doh
Tearing	Pencil Grip	Pencil grip	Threading	Puzzles	Puzzles
Puzzles	Tweezers	Cutting	Pencil grip	Joining of Materials: Independently choosing and using materials in a purposeful way	Handwriting
Cutting	Puzzles	Joining materials	Puzzles	Cutting with control	Craft area
Pencil grips	Pipettes	Pegs and clips	Letter formation	Staplers and paper clips	Fine tip tools
Pen Disco	Threading	Peg boards	Joining of materials	Letter formation	
Use of cutlery	Dressing: zips, buttons, press studs	Letter formation	Cutting with control	Letter formation	
Large scoops	Use of cutlery		Hole punch	Introduction of specific handwriting	
Turkey basters			Variety of materials: to cut, such as thin card, fabric, or straws, to increase the challenge.		

## Gross Motor

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
Rolling	Throwing	Balance – obstacle courses	Balance – obstacle courses	Balance – obstacle courses	Dance
Throwing	Catching	Jumping and landing	Jumping and landing correctly	Spatial awareness through risky outdoor play	Bikes
Catching	Kicking	Construction building	Construction building	Construction and building	Den building
Different ways of moving: running, walking, marching	Hopping	Riding bikes with confidence	Riding bike: navigating turns	Bikes	Throwing, catching, kicking, rolling
	Moving in different ways				Hopping
	Bikes				

## Literacy

- Comprehension
- Word reading
- Writing

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

## Comprehension

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
Singing Songs and rhymes	Singing songs and nursery rhymes	Singing songs and nursery rhymes	Singing songs and nursery rhymes	What? Where? Who? When? Why? How? Questions	Singing songs and nursery rhymes
Taking interest in books and texts	What? Where? Who? Questions	What? Where? Who? When? Questions	What? Where? Who? When? Why/? Questions	Introducing VIPER skills through pictures Songs and poems	Who? What? Where? Why? When? How?
Using pictures to retell a story	Independently looking at books	Introducing why questions and explanations	Introducing VIPER skills through pictures	Talking independently about stories which they have read	VIPER skills
		Introducing VIPER skills through pictures	Sequencing stories		Creating their own stories
			Creating their own stories from a picture.		Questions about stories

## Word Reading

Whole class phonics phase 1 and 2	Whole class phonics phase 2	Whole class phonics beginning phase 3	Whole class phonics phase 3	Whole class consolidate phase 3	Whole class phase 4 phonics
Initial sounds Blending VC and CVC words	Initial sounds Blending CVC words	Blending CVC words from phase 2 and beginning of phase 3	Blending CVC and CVVC words	Blending CVC/ CVCC words	Blending CVC/ CVCC words, captions and sentences
Phase 2 tricky words	Phase 2 tricky words	Phase 2 and 3 tricky words	Phase 3 tricky words	Phase 3 and 4 tricky words	Phase 2,3 and 4 tricky words
				Reading a simple sentence	

## Writing

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
<p>Nursery rhymes used as a stimulant</p> <p>Social stories</p> <p><b><u>DRAWING CLUB</u></b></p> <p>The Colour Monster</p> <p>The Three Billy Goats Gruff</p> <p>Wacky Races (short film)</p> <p>Not Now, Bernard</p> <p>Room on the Broom</p>	<p><b><u>DRAWING CLUB</u></b></p> <p>Poppies (short film)</p> <p>The Three Little Pigs</p> <p>Road Runner (short film)</p> <p>We're Going on a Bear Hunt</p> <p>Tortoise and the Hare</p> <p>The Snowman (short film)</p> <p>Letter to Santa</p> <p><b><u>Purpose:</u> To inform</b></p> <p><b><u>Audience:</u> Santa</b></p>	<p><b><u>DRAWING CLUB</u></b></p> <p>The Gruffalo</p> <p>Stick Man</p> <p>Whatever Next!</p> <p>Planet Unknown (short film)</p> <p>Aliens Love Underpants</p> <p>Mr Wolf's Pancakes</p>	<p><b><u>DRAWING CLUB</u></b></p> <p>The Little Red Hen</p> <p>Rosie's Walk</p> <p>Farmer Duck</p> <p><i>Independent Write: Should the Farmer Come Back?</i></p> <p><b><u>Purpose:</u> To Persuade</b></p> <p><b><u>Audience:</u> Farmer Duck</b></p> <p>Dear Zoo</p> <p>The Tiger Who Came to Tea</p>	<p><b><u>DRAWING CLUB/ The Write Stuff</u></b></p> <p>Jack and the Jellybean Stalk</p> <p>The Tiny Seed</p> <p>Superworm</p> <p><i>Independent Write: Wanted Poster</i></p> <p><b><u>Purpose:</u> To Inform</b></p> <p><b><u>Audience:</u> Mrs Grundy</b></p> <p>The Very Hungry Caterpillar</p> <p>Sweet Cocoon (short film)</p>	<p><b><u>THE WRITE STUFF</u></b></p> <p>The Rainbow Fish</p> <p><i>Independent write: Should Rainbow fish share his scales?</i></p> <p><b><u>Purpose:</u> To persuade</b></p> <p><b><u>Audience:</u> Rainbow Fish</b></p> <p>The Lighthouse Keeper's Lunch</p> <p>The Snail and the Whale</p> <p>Write a postcard about trip to the res</p> <p><b><u>Purpose:</u> To inform</b></p> <p><b><u>Audience:</u> Parents</b></p> <p>Pirate Pete</p> <p>How to Get Your Teacher Ready for School</p> <p>Write a list for Nursery for September</p> <p><b><u>Purpose:</u> To inform</b></p> <p><b><u>Audience:</u> Nursery children</b></p> <p>Letter to My New Teacher</p> <p><b><u>Purpose:</u> To inform</b></p> <p><b><u>Audience:</u> Miss Mansey</b></p>

## Mathematics

- Number
- Numerical Patterns

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes new number programme

## Number

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
<ul style="list-style-type: none"> <li>• Baseline</li> <li>• Number rhymes</li> <li>• Match, sort and compare</li> <li>• It's me 1, 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5: <i>Finding, representing, one more, one less, composition</i></li> </ul>	<ul style="list-style-type: none"> <li>• Alive in 5</li> <li>• Growing 6, 7, 8</li> </ul> <p><i>Introduce 0 Find numbers 0-8 Represent 0-8 One more, one less Composition Subitising Doubles up to 8</i></p>	<ul style="list-style-type: none"> <li>• Building 9 and 10: <i>Find 9 and 10 Compare number up to 10 Subitising up to 10 One more, one less Composition to 10 Bonds up to 10 Doubles up to 10 Odd and even</i></li> </ul>	<ul style="list-style-type: none"> <li>• To 20 and beyond: <i>Building numbers to 20 Verbal counting beyond 20 Verbal counting patterns</i></li> <li>• How many now?: <i>Addition Subtraction Finding the difference</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sharing</li> <li>• Grouping</li> <li>• Odd and even sharing</li> <li>• Play and build with doubles</li> </ul>

## Numerical Patterns

<ul style="list-style-type: none"> <li>• Talk about measure and patterns: <i>Size, mass, capacity and simple patterns</i></li> </ul>	<ul style="list-style-type: none"> <li>• Circles and triangles</li> <li>• Shapes with 4 sides</li> </ul>	<ul style="list-style-type: none"> <li>• Mass</li> <li>• Capacity</li> <li>• Length</li> <li>• Height</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Explore 3-D shapes: <i>Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Identify more complex patterns Patterns in the environment</i></li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate, compose, and decompose shapes: <i>Using shapes for a purpose Rotation Composing and decomposing shapes 2-D shape pictures Find 2-D shapes within 3-D shapes</i></li> </ul>	<ul style="list-style-type: none"> <li>• Visualise, build and map: <i>Repeating patterns Creating pattern rules Position and direction Explore mapping Instructions to build Create own maps</i></li> </ul>
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## Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
Routes Around School  My Super Self  Friendship Fun  My Family (linked to Peepo!)  The 5 Senses  Discover How Our Bodies Change	Guy Fawkes Why we celebrate Bonfire Night  Remembrance Day  Diwali – Rama and Sita  People Who Help Us: - Everyday Helpers (school and local community) - Emergency Services - People who care for us  Christmas – past and present	(Space – 3 weeks)  Famous Explorers Space –Tim Peake  Explore Outer Space  Discover why rockets are important  RE: Shrove Tuesday (17 <sup>th</sup> February)  RE: Chinese New Year (17 <sup>th</sup> February)  Valentine's day (14 <sup>th</sup> February)	British Science Week (6 <sup>th</sup> – 15 <sup>th</sup> March)  RE: Easter Day (5 <sup>th</sup> April)  Learn that animals are living things  Where do animals and birds live and what do they need to survive?  Farm animals	Discover that plants are living things  Learn about plants and where they come from  Explore how to look after plants  Learn about insects and invertebrates  Discover where insects and invertebrates live  Life cycle of a butterfly	The underwater world  Sea creatures' habitats  Protecting the oceans  Pirate day  Human and physical features - landmarks and features of Ironville  Compare Ironville and Skegness  Wonderful World Week - Spain
<u>Computing</u>					
<ul style="list-style-type: none"> <li>• Self-image and identity</li> <li>• Busy bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Online relationships</li> <li>• Online reputation</li> <li>• People Who help us</li> </ul>	<ul style="list-style-type: none"> <li>• Managing online information</li> <li>• Super space</li> </ul>	<ul style="list-style-type: none"> <li>• Health, wellbeing and lifestyle</li> <li>• Springtime</li> </ul>	<ul style="list-style-type: none"> <li>• Privacy and security</li> <li>• Boats ahoy</li> </ul>	<ul style="list-style-type: none"> <li>• Copyright and ownership</li> <li>• Summer fun</li> </ul>

## Special events

Black history month  Halloween	Diwali Bonfire night Remembrance Advent Christmas	New Year Chinese New Year Valentine's Day Pancake Day Lent	Mothers' Day EID Easter	IDAHOBIT (Rainbow Day)	Pride Fathers' Day Wonderful World Week
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**Expressive Arts and Design**

- Creating with Materials
- Being Imaginative and Expressive

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

**Crafting with Materials**

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
Mixing colours and creating new ones  Box modelling  Range of resources to paint with sponges, rollers etc  Construction materials to build with  Self portraits	Firework pictures  Diwali lamps  Box modelling  Christmas crafts  Christmas cakes  Patterns and printing	Exploring a range of materials to use when joining  Space scenes – rubbings and paint  Chinese New Year lanterns  Rockets and planets  Making pancakes  Valentine’s Day cards	Crafting with a purpose in mind  Using a range of different materials  Paper plate dinosaurs  Farm animals  Easter nests and chicks	Crafting with a purpose in mind and starting to plan what they are creating  Using a range of different materials  Observational drawing – plants  Fruit printing  Little Chefs	Designing and crafting with purpose  Altering and adapting their work to enhance  Digital art - the seaside/ under the sea  Shape weaving – fish  Electrical circuits – make a light house  Little Chefs

**Being Imaginative and Expressive**

Home Corner  Role play with high quality language  Musical instruments  Puppets and stories	Nativity  School/ Doctors/ Vets  Role playing Christmas post office  Santa’s workshop  Puppets and stories	Retelling and telling stories through play  Chinese New Year restaurant  On the moon role play  Pancake making in the café	Creating stories through play  Dinosaur Jurassic World  On the farm – Farm shop  Easter egg hunts	Creating stories through play  Mini beast café  Mini beats investigation lab	Creating drama productions  Under the sea  Pirate Day  At the seaside  Wonderful World Week– Greece
Music: Exploring sound	Music: Celebration Music	Music: Music and Movement	Music: Musical Stories	Music: Transport	Music: Big Band

The Early Learning Goal for the end of the year.

*This will be a holistic and best fit judgement for each child*

<b>Prime areas</b>		
<b>Communication and Language</b>	<b>Physical Development</b>	<b>Personal, Social and Emotional Development</b>
<p><b>Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and forth exchanges with their teacher and peers.</p> <p><b>Speaking</b> 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.</p>	<p><b>Gross Motor Skills</b> Space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills</b> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing</p>	<p><b>Building Relationships</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p> <p><b>Managing Self</b> 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> <p><b>Self-Regulation</b> 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 in</p>

## Specific Areas

Literacy	Maths	Understanding the World	Expressive Art and Design
<p style="text-align: center;"><b>Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p style="text-align: center;"><b>Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p style="text-align: center;"><b>Writing</b></p> <p>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 which can be read by others.</p>	<p style="text-align: center;"><b>Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p style="text-align: center;"><b>Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<p style="text-align: center;"><b>People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p style="text-align: center;"><b>The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p style="text-align: center;"><b>Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p style="text-align: center;"><b>Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p style="text-align: center;"><b>Being Imaginative and Expressive</b></p> <p>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 the music</p>