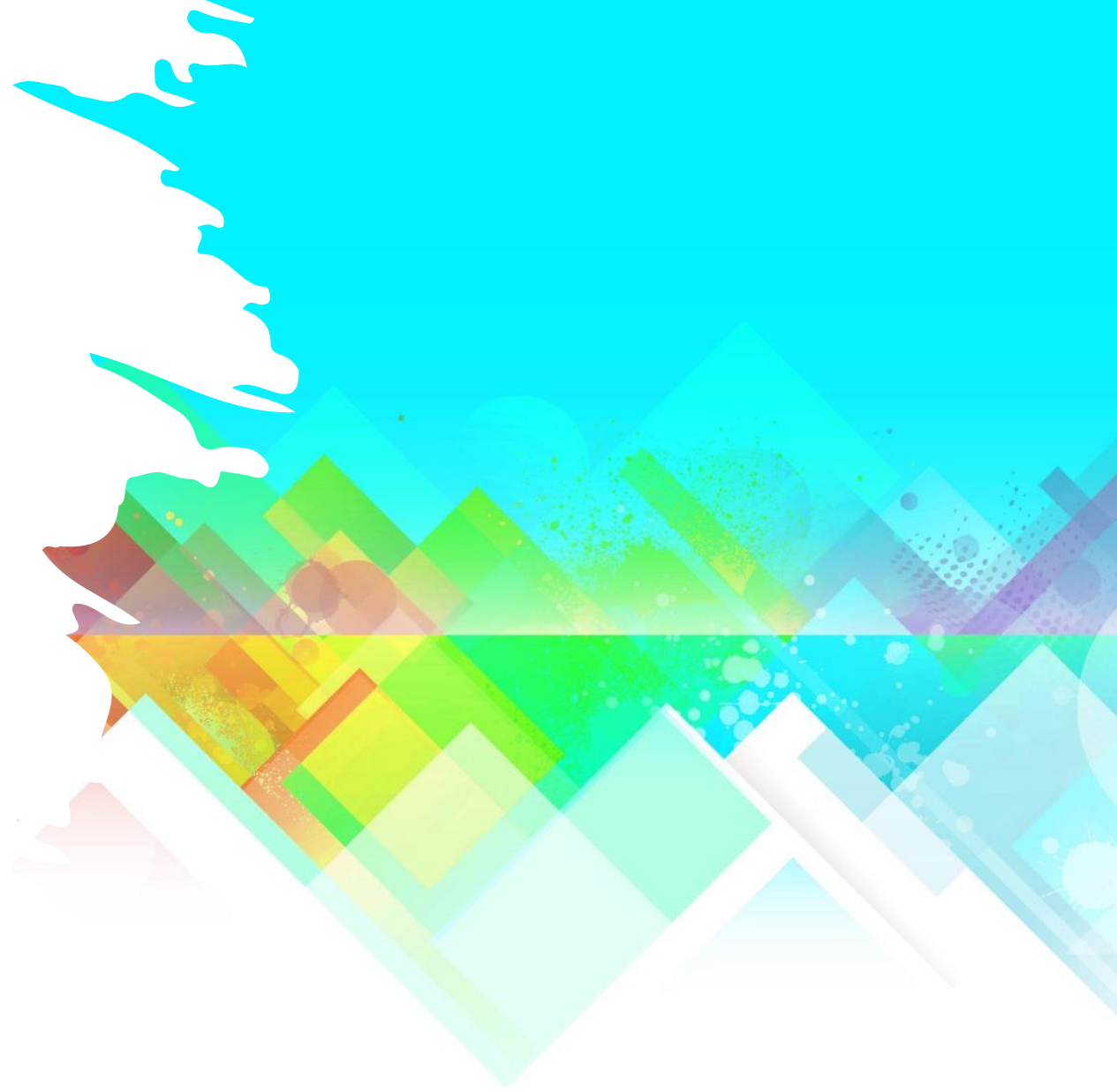


EYFS Curriculum at
St Peter's
Brafferton



Reception

Overarching Goal: To be a curious and independent learner

NB: Vocabulary list are not exhaustive and are added to in more detailed planning

Characteristics of Effective Learning

- **Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning
- **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
- **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Early Years Principles

- **Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.
- **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.
- **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.
- **Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.

School Values

Kindness- Our behaviour management strategy within Early Years is underpinned by the expectation that we have Kind Hands, Kind Feet and Kind Words. Children are taught through stories, PSED and modelling what kindness means

Inclusivity – At St Peter’s Brafferton, our Early Years Children are exposed to a reading rich environment which highlights the differences and similarities in people. Children are taught to share resources and include everyone in their play. We learn about different festivals, religions and culture both within provision and in adult-focused sessions in Reception.

Community – We develop a community within Early Years by sharing ideas, sharing snack and stories. We also develop children’s understanding of the importance of communities and the people within them who help us. Key workers/class teacher have regular check ins with the children about their feelings to maintain a happy atmosphere.

Reception Long Term Plans

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes (but not limited to)	<i>All about me</i> <i>Autumn</i>	<i>Festivals</i> <i>Winter</i>	<i>People who help us</i>	<i>Spring and Plants</i>	<i>Dinosaurs and other creatures</i>	<i>Around the World</i>
Super Six/Fab five	Colour Monster Super Duper You In Every House in Every Street Funny Bones The Enormous Turnip <u>Pattan's Pumpkins</u>	The Five Senses Look Up The Tiger who came to Tea Oi Frog The Gingerbread Man The Jolly Christmas Postman	Zog and the flying doctors Mog and the Vet A superhero like you Emergency Emergency Nursery Rhymes	Jack and the Beanstalk Sam Plants a Sunflower The Extraordinary gardener Easter egg hunt book Zim Zam Zoom Poems	Tyrannosaurus Drip Usborne Big Book of Dinosaurs Amazing life cycle of butterflies Twist and Bop Minibeast Rhymes	Paddington The Lion Inside Cinnamon Shapes of Australia None the number The Great Race
Other possible texts		The Polar express	The Koala who could	It starts with a <u>seed</u> Tiny seed	The Bug collector	
Wow moments /Enrichment	Forest School, Harvest Festival Skip 2B Fit workshop Yoga	Nativity Play with Helperbees Remembrance Day Diwali Fireworks night Christmas Service Christmas Dinner, party, and jumper day Visit to the Pantomime Missing Gingerbread Man	World Mental Health Week Police Visit/safety visit	Mother's Day Easter Service Baking hot cross buns Moon Crash Landing World Book Day	Introduction of Sparky (Class Pet toy dragon) Growing butterflies	Trip/visitor with HB Water fun day with Helperbees Sports Day Father's Day Music for life/EAD Workshop Swimming

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes (but not limited to)	<i>Weather and Autumn</i>	<i>Toys of the past</i> <i>Christmas</i>	<i>Transport</i>	<i>Spring</i>	<i>Amazing Animals</i>	<i>Seaside</i>
Super Six/Fab five	Colour Monster Goes to School (PSHE) Snail and the Whale (Traditional) The Day the Crayons Quit (Modern) A Wonderful World of Weather (Nonfiction) Firework Night (Poem) Pumpkin Soup (Fiction)	Bear and the Piano (Fiction) Rosie Revere Engineer (Modern) <u>Twas</u> the Night Before Christmas (Traditional) Toys and Games (Nonfiction) This rabbit belongs to Emily Brown (PSHE) The snowball (Poem)	1000 things that go (Nonfiction) Lost and found (PSHE) Poems to Perform (Poem) The Train Ride (Traditional) Amelia Earhart (Modern) Storm Whale (Fiction)	Big Book of Blooms (Nonfiction) If all the world were (PSHE) Poems out Loud (Poem) (Traditional) (Modern) <u>Knuffle</u> bunny (Fiction)	Big Book of animals (Nonfiction) There's a Tiger in the Garden (PSHE) If you should meet a crocodile (Poem) Little Red and the hungry lion (Traditional) (Traditional) Tad (Modern) How many legs (Fiction)	<u>Floatsam</u> (Modern) <u>Seaside</u> then and now (Nonfiction) A first book of the sea (Poem) Sea (Fiction) Clean up (PSHE) The lighthouse keeper's lunch (Traditional)
Other possible texts (To be added throughout the year)	Rain Before Rainbows	Lost in the Toy Museum	The body Red Lorry Yellow Lorry Naughty Bus	Ice Planet	<u>Handa's</u> Surprise Oliver's Vegetables	
Wow moments/Enrichment	Forest School Harvest Festival Black History Month	Nativity Remembrance Day Christmas Service Christmas Dinner Pantomime		Easter Swimming	Animal visitor?	Water Fun Day Annual Trip with Helperbees



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. 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 .					
Curricular Goals (not limited to)	Engage in discussion to solve problems and organise thinking To be a curious and independent learner Develop a love of reading and Poetry Our goals are a holistic view of a child so we see that communication and language					
Progression (see provision vocabulary in classrooms)	Follows instructions without visual clues Asks simple questions about stories or themselves Describes how they made a model or did an activity Describes events that have happened although tenses may not be accurate Uses sentences of between 4-6 words Share their feelings using the colour monster Sing rhymes and nativity songs		Listens to the opinions of others in a small group. Follows longer, more complex instructions Retells simple stories sometimes using the vocabulary from books Understands who, what, where, how and why questions Sometimes uses tenses correctly Ask questions about events in the past or future & uses vocabulary associated with the events		Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span Understands a range of complex sentence structures including negatives, plurals and tense markers Listens and responds to ideas expressed by others in conversation or discussion Understands questions such as who; why; when; where and how	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Curricular Goals	Have a positive sense of self and a respect for others Manage their own need and ways to regulate their emotions					
Progression	Show more confidence in new social situations. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Understand why rules are important. Talk with others to solve conflicts. Talk about their feelings using words like ‘angry’ and ‘worried’ Understand gradually how others might be feeling. Express their feelings and consider the feelings of others.		See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own needs. Personal hygiene and make healthy choices about food, drink, activity and tooth brushing		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating •tooth brushing • sensible amounts of ‘screen time’ ’ •having a good sleep routine being a safe pedestrian	
Jigsaw PSHE Units	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Vocabulary (Jigsaw)	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
Curricular Goals (but not limited to)	Display balance and coordination through play					
Progression	<ul style="list-style-type: none"> Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips. Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. 	<ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Revise and refine the fundamental movement skills they have already acquired e.g. rolling, crawling, walking, jumping, running, hopping, skipping climbing. Progress towards a more fluent style of moving with developing control. Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors ,knives, forks and spoons. 			<ul style="list-style-type: none"> Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Handles tools, objects, construction and malleable materials safely and with increasing control and intention Begins to use anticlockwise movement and retrace vertical lines Begins to form recognisable letters independently 	
Vocabulary (see provision vocabulary in classrooms)	Balance, grip, throw, catch, bounce, roll, high/low, pinch. Fingers, hop, sprint, hopscotch, team, pencil grip, move					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	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)					
Curricular Goals (but not limited to)	Develop a love of reading and poetry To develop independent writing skills					
Comprehension	<p>Super Six Books <u>Listening to stories.</u> Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary</p>	<p>Super Six Books <u>Beginning to retell stories</u> Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. Actions to retell the story. Story Maps.</p>	<p>Super Six Books <u>Retelling stories with new vocabulary</u> Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p>Super Six Books <u>Building fluency and understanding</u> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Super Six Books <u>Explaining stories</u> Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.</p>	<p>Super Six Books <u>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary</u> _ Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title</p>

<p>Word Reading</p>	<p>Phonic Sounds: RWI Set 1 whole class</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: RWI Differentiated groups / Ditties</p> <p>Reading: Rhyming strings, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' or 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p>Phonic Sounds: RWI Differentiated groups:</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and <u>lower case</u> letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>
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<p>Writing</p>	<p>Spelling and CVC words from RWI Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation</p>	<p>Get writing RWI - Ditties</p> <p>Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation.</p>	<p>Get Writing RWI</p> <p>Caption Writing and Tricky Words.</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.</p>	<p>Get Writing RWI</p> <p>Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation</p>	<p>Get Writing RWI</p> <p>Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.</p>	<p>Get Writing RWI</p> <p>Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. 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</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	<p>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.</p>					
Curricular Goals (but not limited to)	<p>To develop mathematical thinking Engage in discussion to solve problems and organise thinking</p>					
White Rose Maths Blocks	<p><i>Getting to know you</i></p> <p><i>Match, sort and compare</i></p> <p><i>Talk about measure and patterns</i></p> <p><i>It's me 1,2,3</i></p>	<p><i>Circles and Triangles</i></p> <p><i>1,2,3,4,5</i></p> <p><i>Shapes with 4 sides</i></p>	<p><i>Alive in 5</i></p> <p><i>Mass and capacity</i></p> <p><i>Growing 6,7,8,</i></p>	<p><i>Length height and time</i></p> <p><i>Building 9 and 10</i></p> <p><i>Explore 3D shapes</i></p>	<p><i>To 20 and beyond</i></p> <p><i>How many now?</i></p> <p>Manipulate, compose and decompose</p>	<p><i>Visualise map and build</i></p> <p><i>Making connections</i></p>
Vocabulary (see provision vocabulary in classrooms)	<p>Same, different, pattern, subitise, how many</p>	<p>Split, partition, circle, triangle, positional language, part-whole, more, less, square, number, time, count</p>	<p>Zero, mass, capacity, full, empty, half, add, time, less than, greater than, heavy, light, bigger, smaller</p>	<p>3D, corner, side, face, high/low, number bonds,</p>	<p><i>Take away, adding more,</i></p>	<p><i>Double, half, share, group, equal, unequal, even, odd, pattern,</i></p>

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from school trips 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.					
Curricular Goals (not limited to)	Observe and explore the world around us Have a positive sense of self and respect for others					
Year A	All about Me Autumn	Festivals and Winter	People who help us	Plants and Spring	Dinosaurs and other creatures	Around the World
Past and Present	Me My Family My Community Differences Describing their environment around them	Xmas Can talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past.	Jobs of people around us What looked different in the past	What plants are in our local area? How long do plants take to grow?	Timelines Prehistoric Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.	Looking at maps in the past and maps now
People, culture and communities	Exploring what makes a family. The varying members of a family unit. Where I live Talk about members of their immediate family and community F4 Being special: where do we belong?	Recognise that people have different beliefs and celebrate special times in different ways. Bonfire Night, Diwali, Birthdays and Christmas Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and 1.1 What do Christians believe God is like?	1.6 Who is Jewish and how do they live? Judaism Name and describe people who are familiar to them	F3 Why do Christians put a cross in an Easter Garden? Draw information from a simple map of plants in our local area	F5 Which places are special and why? Make observations Learn about what a paleontologist and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil	1.2 Who made the world? Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different from the one in which they live.
Natural World	Seasons – Autumn – differences and changes over time – weather, animals and plants. Forest School - Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.	Seasons – Winter – differences and changes over time – weather, animals and plants. Ice melting Nocturnal animals – making sense of habitats. Which animals are nocturnal?	How do we look after our world Floating and sinking	Seasons – Spring – differences and changes over time – weather, animals and plants. Planting Sunflowers, beans and other flowers. Understand the effect of changing seasons on the natural world around them	Observing minibeasts. Looking after the caterpillars.	Recognise some similarities and differences between life in this country and life in other countries – Look at the different continents (via Paddington Basket) looking at the different habitats
Vocabulary (see provision vocabulary in classrooms)	Autumn, leaves, home, family, different, map, creation, world, seasonal language	Ice, snow, winter, Christmas, festival, Diwali, bonfire, past, present	Lunar New Year, Easter, floating, sinking, world, countries, hot, cold, atlas, globe, continent, country,	Past, Judaism, spring, bulb, Seasonal Language, seasonal language, root, stem, petal, flower, soil	Dinosaur, timeline. Minibeast, life cycle, land, sea,	Continent, world, ocean, country,

UTW	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	My family and my toys	Africa and Winter Wonderland	Transport	Amazing Animals Spring as part of forest school	Seaside	Once upon a time Trip into York
Past and Present	Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families. Ourselves – parts of the body. Role play – home setting. Their past and their life as a baby Compare their toys to toys of the past	Can talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.	Comment on images of familiar situations in the past – Looking at transport now and transport from the past	Describing their local habitat and a contrasting country. What are the similarities and differences? Present	Exploring the seaside now and in the past. Comparing Holidays from now to the past	Exploring Dragons and Castles. Do homes look like castles? Are there some castles in the present? Do dragons live now? Role-play – Knights and Princesses in the castle.
People, Culture and community	Talk about members of their immediate family and community. Exploring what makes a family. The varying members of a family unit. 1.8 Who am I? What does it mean to belong?	F2 Why do Christians perform nativity plays at Christmas? Incarnation Comment on images and resources from other countries	1.4 What is the good news that Jesus brings? Extended unit + digging deeper Transport jobs- pilot, bus driver, mechanic etc.	Understanding Christianity Unit F6 Which stories are special and why?	Role play a variety of transport locations and how these help us in everyday life F1 Why is the word God so important to Christians?	Compare and contrast characters from stories, including figures from the past. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.
The Natural World	Seasons – Autumn – differences and changes over time – weather, animals and plants. Weather changes	Seasons – Winter Differences and changes over the time – weather, animals and plants Exploring the natural world Describe what they see, hear and feel whilst outside.	Seasons –Spring– differences and changes over time – weather, animals and plants.	Contrasting hot and cold places Name a variety of animals from different regions Understand the effect of changing seasons on the natural world around them	Seasons – Summer – differences and changes over time – weather, animals and plants. Moving objects in nature	Processes in science – floating, melting, heating etc.
Vocabulary (see provision vocabulary in classrooms)	Seasonal language, home, weather, sun, rain, wind, snow, God, changes, human	Seasonal language, past, present, toy, school, timeline, Victorian, jobs, nativity	Seasonal language, transport, past, present,	Animal, Spring, blossom, bud,	Seasonal language, past, present, changes, same, different, coast	Melting, floating, heating, freezing, map, stories, character

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Art and Design	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
Curricular Goal (but not limited to)	Express creativity in a variety of forms					
Progression	<p>Develops an understanding of using lines to enclose a space and begins to use drawings to represent things.</p> <p>Use a variety of construction materials in different ways.</p> <p>Use tools for a purpose.</p> <p>Uses available resources to create props or creates imaginary ones to support play.</p> <p>Plays alongside other children who are engaged in the same theme</p> <p>Listen and attend a performance (pantomime) expressing their feelings</p>		<p>Begin to build a collection of songs and actions.</p> <p>Explore music (specialist teacher)</p> <p>Uses tools to explore and develop their thinking around their interests.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects.</p> <p>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.</p> <p>Begins to use combinations of art forms.</p>		<p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	
Vocabulary (see provision vocabulary in classrooms)	Join, print, press, squirt, texture, shade, sketch, shade, blend, outline, combine, technique, stick, mix, lighter, darker, glue, palette, art resource names					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment	<ul style="list-style-type: none"> • Baseline Assessment – both statutory (RBA) and initial observations • Observations on Evidence Me • RWI assessments • EYFS Team Breakfast Meeting 	<ul style="list-style-type: none"> • Parent’s evening • Pupil Data – assessed against the 7 areas and curricular goals • Observations on Evidence Me • Parent Report Autumn • RWI assessments • EYFS Team Breakfast Meeting 	<ul style="list-style-type: none"> • Observations on Evidence Me • RWI assessments • EYFS Team Breakfast Meeting 	<ul style="list-style-type: none"> • Parent’s evening • Pupil Data – assessed against the 7 areas and curricular goals • Observations on Evidence Me • Parent Report Spring • RWI assessments • EYFS Team Breakfast Meeting 	<ul style="list-style-type: none"> • Observations on Evidence Me • RWI assessments • EYFS Team Breakfast Meeting 	<ul style="list-style-type: none"> • Observations on Evidence Me • Pupil Data – assessed against the 7 areas and curricular goals • EYFSP • End of term data and parent report • RWI assessments • EYFS Team Breakfast Meeting
SMSC	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated</p>	<p>Mutual Tolerance. Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary</p>	<p>Individual liberty. We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy. We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others</p>	<p>British Values. Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries</p>

EARLY LEARNING GOALS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</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>ELG: Fine Motor Skills</p> <p>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.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</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>ELG: Word Reading</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>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</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>ELG: Past and Present</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>ELG: People, Culture and Communities</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>ELG: The Natural World</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>ELG: Creating with Materials</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; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>