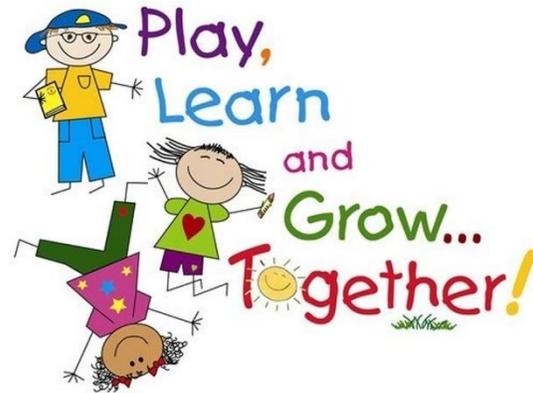




EYFS Curriculum



Alexandra Park Primary School

Care, Aspire and Achieve

At Alexandra Park Primary School we aim to create a happy, safe, and engaging learning environment that allows children to thrive and reach their full potential.

Our Early Years Curriculum ensures that children have the opportunity to explore, investigate, and ask questions about their learning.

We have an effective induction programme and complete home visits for every child. We ensure School Readiness support for families through 'Mouse Club' working closely with families and outside agencies to ensure that all children have the best start to their education.

Our learning environment and curriculum is engaging and inclusive providing opportunities for children to build their independence and resilience, along with building their confidence to 'have a go'. We work closely with our feeder nurseries and our Year One team to ensure smooth transitions for our children.



Characteristics of Effective Teaching and Learning

Three characteristics of effective teaching and learning are:

- ▶ 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.

Overarching principles that shape practice in the EYFS

- ▶ A unique child – Resilient, capable, confident and self-assured.
- ▶ Positive relationship – learn to be strong and independent.
- ▶ Enabling environments – respond to individual needs and interests and build over time.
- ▶ Learning and development – develop and learn at different rates.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Light and Dark	Journeys	Explorers	Growth	Under the Sea

At Alexandra Park Primary School, we want our children to Care, Aspire and Achieve. We are committed to delivering a curriculum, which enables all our children to become confident and ambitious, lifelong learners. We aim to develop our children's skills and knowledge as well as encouraging curiosity, aspiration and a love of learning that will continue into adulthood. Whilst this document clearly identifies a progressive and ambitious curriculum in the early years phase, the needs of individual children will always be considered in the curriculum adapted to meet these needs.

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, storytelling 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. Staff will engage and talk to parents about languages that children speak at home and we celebrate multilingualism in our setting. C&L is developed throughout the year through high quality interactions, daily group discussions, sharing Circle Times and PSHE, stories, singing and speech and language interventions such as NELI and Concept Cat.					
	Listening, Attention and Understanding	First few weeks – settling in and getting to know each other. Opportunities for children to talk about experiences that are familiar to them shared by families via Seesaw and All About Me activity. Children will listen carefully to rhymes and songs, paying attention to how they sound as well as learning rhymes, poems and songs. Children will understand how to listen carefully and why listening is important.	Children will listen to and respond to stories describing events in some detail. Children will follow instructions and they will take part in discussions understanding the importance of listening.	Listen and talk about stories building familiarity and understanding. Learn rhymes, poems, and songs. Children will listen to and talk about stories to build familiarity and understanding.	Understand the importance of listening and why listening is important. Encourage questioning throughout interactions. Sustain concentration and focus when listening to a story.	Children will connect one idea or action to another using a range of connectives. Children will listen to and respond to stories describing events in some detail. Children will follow instructions and they will take part in discussions understanding the importance of listening.
Speaking	Children will learn and use new vocabulary. Share a range of stories and model daily routines to the children. Children will engage in story times and non-fiction books using new vocabulary in different contexts. Model social phrases such as, 'Good morning, how are you?' Introduce shared school values – Care, Aspire and Achieve, Learning Behaviours and Characteristics of Effective Teaching and Learning.	Introduce children to talk partners and use new vocabulary throughout the day. Opportunities for children to develop vocabulary, retell and share stories. Share a variety of carefully chosen stories to develop the children's vocabulary. Children will have opportunities to use talk to work out problems and organise their thinking and activities, explaining how things work and why things might happen. Children will learn rhymes, poems, and songs. We will ask questions to find out more and check that children understand what has been said ensuring children can answer who, where and when questions before moving on to why and how do you know questions. Continue to share school values – Care, Aspire and Achieve, Learning Behaviours and Characteristics of Effective Teaching and Learning.	Encourage and model the use of how and why questions and model using language correctly. Retell stories using story language and story props. Encourage and model describing events in some detail. Continue to share school values – Care, Aspire and Achieve, Learning Behaviours and Characteristics of Effective Teaching and Learning.	Encourage and model questioning and vocabulary. Opportunities for children to articulate their ideas and thoughts in well-formed sentences. Children will retell stories once they have developed a deep familiarity with the text, some as exact repetition, and some in their own words. Continue to share school values – Care, Aspire and Achieve, Learning Behaviours and Characteristics of Effective Teaching and Learning.	Reread favourite stories and consolidate key vocabulary. Children will use new vocabulary in different contexts. Continue to share school values – Care, Aspire and Achieve, Learning Behaviours and Characteristics of Effective Teaching and Learning.	Daily news sharing. Share a variety of texts. Model using the features of non-fiction books. Continue to share school values – Care, Aspire and Achieve, Learning Behaviours and Characteristics of Effective Teaching and Learning.



Personal, Social and Emotional Development	<p>Scarf - Me and My Relationships - Scarf - Me and My Relationships - Children will be able to talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried, or scared. Identify ways to help others or themselves if they are sad or worried. We will share a variety of stories to support these skills.</p> <p>Through story times we will discuss how children can identify and moderate their own feelings socially and emotionally. Children will be encouraged to manage their own needs such as personal hygiene. Children will be taught about the different factors that support their overall health and well-being such as regular physical activity, healthy eating, tooth brushing (visit from the dental nurse) and having a good sleep routine. Children will begin to build constructive and respectful relationships.</p>	<p>Scarf - Valuing Differences - Children will be able to be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.</p> <p>Through story times and Circle Times we will discuss how children can identify and moderate their own feelings socially and emotionally. Through Circle Times children will learn to express their feelings and consider the feelings of others. (Links to Zones of Regulation).</p> <p>Children will see themselves as valuable individuals – linking to the school’s Learning behaviours. Children will be encouraged to manage their own needs such as personal hygiene.</p> <p>Children will be taught about the different factors that support their overall health and well-being such as regular physical activity, healthy eating, tooth brushing (visit from the dental nurse) and having a good sleep routine. Children will be supported to build constructive and respectful relationships through daily interactions, class routines, Circle times and discussions.</p>	<p>Scarf - Keeping Myself Safe - Children will be able to talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe. Children will be encouraged and supported to express their feelings and consider the feelings of others and they will be supported to identify and moderate their own feelings socially and emotionally. Children will be supported to think about the perspectives of others. (Links to Zones of Regulation)</p> <p>Children will grow in resilience and perseverance in the face of challenge. (Links to Learning behaviours). Children will manage their own needs such as personal hygiene and know and talk about the different factors that support their overall health and wellbeing: such as regular physical exercise, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine and being a safe pedestrian. Children will be encouraged to see themselves as a valuable individual and build constructive and respectful relationships through daily interactions, class routines, Circle times and discussions.</p>	<p>Scarf - Rights and Responsibilities - Children will be able to understand that they can make a difference. Identify how they can care for their home, school, and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends. Children will be encouraged and supported to express their feelings and consider the feelings of others and they will be supported to identify and moderate their own feelings socially and emotionally. Children will be supported to think about the perspectives of others. (Links to Zones of Regulation)</p> <p>Children will grow in resilience and perseverance in the face of challenge. (Links to Learning behaviours). Children will manage their own needs such as personal hygiene and know and talk about the different factors that support their overall health and wellbeing: such as regular physical exercise, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine and being a safe pedestrian. Children will be encouraged to see themselves as a valuable individual and build constructive and respectful relationships through daily interactions, class routines, Circle times and discussions.</p>	<p>Scarf - Being My Best - Children will be able to feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well. Through daily interactions, story times and Circle Times children will express their feelings and consider the feelings of others and be able to identify and moderate their own feelings socially and emotionally. Children will think about the perspectives of others. (Links to Zones of Regulation)</p> <p>Children will show resilience and perseverance in the face of challenge. (Links to Learning behaviours). Children will manage their own needs such as personal hygiene and know and talk about the different factors that support their overall health and wellbeing: such as regular physical exercise, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine and being a safe pedestrian. Children will see themselves as a valuable individual and build constructive and respectful relationships through daily interactions, class routines, Circle times and discussions.</p>	<p>Scarf - Growing and Changing - Children will be able to understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.</p> <p>Through daily interactions, story times and Circle Times children will express their feelings and consider the feelings of others and be able to identify and moderate their own feelings socially and emotionally. Children will think about the perspectives of others. (Links to Zones of Regulation)</p> <p>Children will show resilience and perseverance in the face of challenge. (Links to Learning behaviours). Children will manage their own needs such as personal hygiene and know and talk about the different factors that support their overall health and wellbeing: such as regular physical exercise, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine and being a safe pedestrian. Children will see themselves as a valuable individual and build constructive and respectful relationships through daily interactions, class routines, Circle times and discussions.</p>
Self-Regulation						
Managing Self						
Building Relationships						
Physical Development	<p>Fine Motor – Children will be learning to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Opportunities will include, threading, cutting, weaving, play dough, manipulate objects, draw lines and circles using gross motor movements, model tripod grip, and introduce Pegs to Paper. Children will show a preference for a dominant hand.</p> <p>Gross Motor – Children will take part in cooperation and team games developing the overall body strength, coordination, balance, and agility. Children will be developing the fundamental movement skills that they have already acquired such as rolling, crawling, walking, jumping, hopping, skipping and climbing. Children will explore different ways of moving to be explored with children. Acknowledge and praise their efforts. Provide regular reminders about thorough hand washing, lining up, queuing and mealtimes. Pedal Days and daily outdoor play, including the use of scooters. P.E Scheme: Introduction to PE Unit 1, Dance Unit 1.</p>	<p>Fine Motor - Children will continue to develop their small motor skills such as threading, cutting, weaving, play dough. Children will be supported and they will develop muscle tone to put pencil pressure on paper. Children will use tools to effect changes to materials. Children will show preference for dominant hand. Engage children in structured activities: guide them in what to draw write or copy. Teach and model correct letter formation. Pegs to Paper.</p> <p>Gross Motor – Children will take part in cooperation and team games developing the overall body strength, coordination, balance, and agility. Children will be developing the fundamental movement skills that they have already acquired such as rolling, crawling, walking, jumping, hopping, skipping and climbing. Provide children with dance related activities in the stage area. Children will explore different ways of moving combining different movements with ease and fluency. Acknowledge and praise their efforts. Provide regular reminders about thorough hand washing, lining up, queuing and mealtimes. Pedal Days and daily outdoor play, including the use of scooters. P.E Scheme: Introduction to PE Unit 2, Gymnastics Unit 1.</p>	<p>Fine Motor - Threading, cutting, weaving, and play dough. Begin to form letters correctly. Handle tools, objects, construction, and malleable materials with increasing control. Encourage children to draw freely. Tweezers to pick up small objects e.g. buttons, counters etc. Cutting with Scissors. Building and making. Pegs to Paper.</p> <p>Gross Motor - Provide children with dance related activities in the stage area. Opportunities for children to develop ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Children will progress towards a more fluent style of moving, with developing control and grace. Pedal Days and daily outdoor play including the use of scooters. P.E Scheme: Games Unit 1, Dance Unit 2.</p>	<p>Fine Motor - Threading, cutting, weaving, and play dough. Children to hold a pencil effectively with a comfortable grip and form recognisable letters, most of which are correctly formed. Pegs to Paper. Gross Motor –Provide opportunities for children to, spin, rock, tilt, fall, slide, and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Scooters, Pedal Days, and daily outdoor play. P.E Scheme: Fundamentals Unit 1, Gymnastics Unit 2.</p>	<p>Fine Motor - Threading, cutting, weaving and play dough. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line, like a circle. Draw a cross. Pegs to Paper.</p> <p>Gross Motor – Opportunities for children to move over and under equipment. Encourage children to be highly active. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Opportunities for children to dance and move to music. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Scooters, Pedal Days, and daily outdoor play. P.E Scheme: Fundamentals Unit 2, Ball Skills Unit 1.</p>	<p>Fine Motor - Threading, cutting, weaving, play dough. Children to form letters correctly. Copy a square. Begin to draw diagonal lines, like in a triangle. Develop the foundations of a handwriting style, which is fast, accurate, and efficient. Pegs to Paper. Gross Motor – Demonstrate and introduce races and team games involving gross motor movements and dance related activities. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination, and agility. Scooters, Pedal Days, and daily outdoor play. P.E Scheme: Games Unit 2, Preparation.</p>



Literacy	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). In the EYFS, we ensure that children have access to a wide range of stories and texts that will inspire a love of books and reading. Storybooks and Phonics books are shared both in school and at home with the children. We follow Monster Phonics to teach daily Phonics and Letter Join to support the children with developing their handwriting skills along with developing the children's fine and gross motor skills through provision encouraging threading, cutting, mixing etc. Children are encouraged and supported to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>					
Comprehension	<p>Children will learn to join in with rhymes and show an interest in stories. Children will consolidate their understanding of 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. Children will learn to sequence familiar stories through the use of pictures to retell stories. Children will learn to recognise initial sounds and engage in extended conversations about stories, learning new vocabulary.</p>	<p>Children will learn to retell stories through role-play, drama and orally. Children will learn to sequence stories using vocabulary of beginning, middle, and end. Children will enjoy an increasing range of stories, texts, and non-fiction texts. Children will know that print is read from left to right.</p> <p>Phonic Sounds: j v w x y z zz qu ch sh th(v) th ng long oo, ar</p> <p>Key words: if, off, you, my, they, for, will, all, went, was, from, help, you, her, with, are, yes, then, them, that, this, said</p>	<p>Children will learn to make up stories with themselves as the main character. Encourage children to record stories through picture drawing and mark making. Introduce the narrative components of a story.</p> <p>Phonic Sounds: oo (u) ow, ee, ur, ai, or</p> <p>Key words: look, now, down, see, going, just, have, see, it's. do, so, it's, do, so</p>	<p>Children will re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Children will use 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. Model to the children story structures such as the beginning, middle, and end. Encourage children and provide opportunities for children to retell stories to an audience.</p>	<p>Children will retell a story with actions as part of a group. Children will use story language when acting out a narrative. Share a range of non-fiction texts, discuss the contents, and index page.</p> <p>Phonics: cvcc, ccvc, cvc, cvcc,</p> <p>Key words: your, her, saw, time, out, house, about</p>	<p>Children will listen to a range of stories, accurately anticipating key events, & respond to what they hear with relevant comments, questions, and reactions. Children will learn to make predictions and begin to understand that a non-fiction provides information instead.</p> <p>Phonics: cvc polysyllabic, cvc+ compound words, ccc onset words, ccvcc</p> <p>Key words: made, make, came, I'm, very, old, called, asked, looked, their, our, Mr, Mrs don't, people, could</p>
Word Reading	<p>Phonic Sounds: s a t p i n m d g o c k c k e u r h b f f l l s s</p> <p>Key words: a, at, as, in, it, is, l, an, and, am, dad, to, into, go, no, the, get, dog, can, got, on, not, cat, up, mum, put, had, oh, him, his, big, has, he, she, me, we, be, of</p> <p>Children will be introduced to initial sounds and oral blending. Children will be introduced to CVC words and they will be encouraged to say 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>Children will learn to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Children will be introduced to digraphs. Children will blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Model to the children sound buttons and the use of phoneme frames. Read a few common exception words.</p> <p>Children will label using initial sounds. Children will be encouraged to tell a story. Children will write CVC words to label characters from stories shared and write simple captions about pictures. Children will spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Tales Toolkit</p>	<p>Children will blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Children will learn to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Children will continue to write CVC words and labels using CVC, CVCC, CCVC words. Children will be supported to develop short sentences with known sound-letter correspondences using a capital letter and full stop. Children will be supported to form lower case letters and capital letters correctly.</p> <p>Tales Toolkit</p>	<p>Phonics sounds: oa, er, igh, air, oi, ear, ure</p> <p>Key words: come, some, were, one, like, by, when, little, what, day, away, play, children</p> <p>Children will read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Children will draw and label their own story maps, writing captions and labels, and writing simple sentences. Children will be supported to develop short sentences with known sound-letter correspondences using a capital letter and full stop. Children will be supported to form lower case letters and capital letters correctly.</p> <p>Tales Toolkit</p>	<p>Children will read simple sentences with fluency</p> <p>Children will be encouraged to write lists and to write for a purpose in role-play using phonetically plausible attempts at words, beginning to use finger spaces. Children will be encouraged to form lower-case and capital letters correctly. Children will be encouraged to reread what they have written to check that it makes sense.</p> <p>Tales Toolkit</p>	<p>Children will read simple sentences with fluency and read CVCC and CCVC words confidently. Opportunities for children to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children will be encouraged to write stories and write sentences using a range of tricky words that are spelt correctly. Children will begin to use full stops, capital letters, and finger spaces. Children will be encouraged to reread what they have written to check that it makes sense. Children will form lower case letters and capital letters correctly.</p> <p>Tales Toolkit</p>
Writing	<p>Children will be experimenting with mark making and writing patterns in a range of mediums. They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels. Children will learn to write initial sounds and simple captions and use initial sounds to write a label. Children will write some letters accurately. Children will write some or all of their name.</p>					

<p>Mathematics</p> <p>Number</p> <p>Numerical Patterns</p> <p>Measure, Shape and Spatial Reasoning</p>	<p>Children will learn to count objects, actions, and sounds to 5. Children will learn how to subitise to 5. Children will link the number symbol (numeral) with its cardinal number value to 5. Children will compare numbers to 5. Children will select, rotate, and manipulate shapes to develop spatial reasoning skills. Children will continue, copy and create repeating patterns. Children will compare length, weight, and capacity.</p> <p>White Rose Getting to Know You opportunities for settling in and introducing the areas of provision and getting to know the children. Key times of the day and routines, where do things belong? Positional Language.</p> <p>White Rose Just Like Me– Number - Match and Sort, Compare amounts. Measure, Shape and Spatial Thinking – Compare Size, Mass, and Capacity, Exploring Pattern.</p> <p>Observations/Assessments.</p> <p>Mastery in Number</p>	<p>Children will learn to count objects, actions, and sounds to 5. Children will learn how to subitise to 5. Children will link the number symbol (numeral) with its cardinal number value to 5. Children will compare numbers to 5. Children will understand the ‘one more than/one less than’ relationship between consecutive numbers. Children will compare numbers. Children will select, rotate, and manipulate shapes to develop spatial reasoning skills.</p> <p>White Rose - It’s Me 1, 2, 3 Representing, sorting, comparing 1, 2, and 3. Comparing one more and one less. Composition of numbers. Sort circles and triangles and learn about shapes. Positional language.</p> <p>White Rose Light and Dark Representing and sorting 4 and 5. Composition of 4 and 5. One more and one less. Squares and Rectangles and learn about shapes. Day and night – time, sequencing.</p> <p>Consolidation</p> <p>Mastery in Number</p>	<p>Children will learn to count objects, actions, and sounds to 10. Children will learn how to subitise to 10. Children will automatically recall number bonds for numbers 0–5 and some to 10. Children will understand the ‘one more than/one less than’ relationship between consecutive numbers. Children will compare numbers. Children will compare length, weight, and capacity.</p> <p>White Rose - Alive in 5 One less, representing 0, composition of 5, comparing numbers to 5, equal and unequal groups, and composition of numbers to 5 – two and three groups. Comparing mass – heavier and lighter than, full and empty, measuring capacity.</p> <p>White Rose - Growing 6, 7, and 8 Composition of 6, 7, and 8. Matching 6, 7 and 8, making pairs, combining two groups, adding more, comparing height – taller and shorter than, days of the week, measuring height and time.</p> <p>Mastery in Number</p>	<p>Children will learn to count objects, actions, and sounds to 10. Children will learn how to subitise to 10. Children will explore the composition of numbers to 10 and count beyond 10. Children will understand the ‘one more than/one less than’ relationship between consecutive numbers. Children will compare numbers. Children will compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Children will select, rotate, and manipulate shapes to develop spatial reasoning skills. Children will continue, copy and create repeating patterns.</p> <p>White Rose – Building 9 and 10 Representing and sorting 9 and 10, ordering numerals to 10, composition of 9 and 10, numbers to 10, counting back from 10, comparing numbers within 10, making 10, 3d shapes, pattern.</p> <p>Consolidation</p> <p>Mastery in Number</p>	<p>Children will count objects, actions, and sounds to 10. Children will subitise to 10. Children will explore the composition of numbers to 10 and count beyond 10. Children will understand the ‘one more than/one less than’ relationship between consecutive numbers. Children will compare numbers. Children will select, rotate, and manipulate shapes to develop spatial reasoning skills.</p> <p>White Rose – To 20 and Beyond! Number patterns to 20, ten frames fill beyond 20, estimating game, ten frame subtraction game, missing numbers, ordering numerals to 20, which holds the most? Shape, models, tangrams.</p> <p>White Rose - First, Then, Now Track game - counting on, adding more, taking away, making new shapes with 2 right angled triangles, making new shapes with squares, making new shapes with tangrams, pattern blocks.</p> <p>Mastery in Number</p>	<p>Children will count objects, actions, and sounds to 10. Children will subitise to 10. Children will explore the composition of numbers to 10 and count beyond 10. Children will understand the ‘one more than/one less than’ relationship between consecutive numbers. Children will compare numbers. Children will continue, copy and create repeating patterns.</p> <p>White Rose – Find my Pattern Doubling, sharing, grouping, odd and even.</p> <p>White Rose On the Move Problem solving, making boats, and building bridges, Cuisenaire rods, patterns and making maps and designing mazes.</p> <p>Mastery in Number</p>
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<p>Understanding the World</p>	<p>Children will identify where they live and talk about their family commenting on photographs shared via Seesaw and the All About Me activity. Children will name and describe familiar people and we will share stories comparing and contrasting characters from stories, including figures from the past.</p>	<p>Children will talk about celebrations from the past, comparing and contrasting characters from stories, including figures from the past and comment on images of familiar situations in the past e.g. How did our parents, grandparents, great</p>	<p>Introduce children to different types of transport and talk about how transport has changed over time, share images, and photographs. Listen to a range of stories and put events in chronological order.</p>	<p>Children will talk about celebrations from the past, comparing and contrasting characters from stories, including figures from the past and comment on images of familiar situations in the past e.g. Pancake Day. Share videos, photos, and images from the wider world. Listen to what children say about what they see. Introduce children to a world map and locate Africa. Talk to the children about similarities between a country in Africa and the UK. Share stories linked to Africa. Encourage the children to recognise similarities and differences between life in this country and life in other countries.</p>	<p>Introduce children to life cycles of caterpillars, frogs, chicks, plants, and humans. Talk about how things change over time. Introduce the children to recycling and the importance of the Three R's. Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p>	<p>Talk about seaside holidays from the past comparing and contrasting characters from stories, including figures from the past and comment on images of familiar situations in the past (parents, grandparents, and great grandparents, family members).</p>
<p>Past and Present</p>	<p>Children will make links and comment on images of familiar situations in the past e.g. family tree, birthday parties and how they have changed over time. Children will talk about places they have visited making comparisons to where we live. Children will look at and draw simple information from a simple map of the classroom, school grounds, and their house. Using What the Ladybird Heard and The Little Red Hen children will draw information from a map and to follow a route. Children will use bee-bots and Google Earth developing navigational language. Children will think about their homes and what there is to do near their homes. Opportunities will be provided for children to create models of their home and street. Children will be encouraged to comment on what their home is like. Children will view photos of their homes and they will be encouraged to draw comparisons. Introduce children to different occupations and talk about their community. Children will talk about the difference between fiction and non-fiction. Children will recognise that people have different beliefs and celebrate special times in different ways. Children will learn about the Harvest Festival and Rosh Hashanah. B&V - Which people are special and why. Children will understand the effect of changing seasons on the natural world around them, learning about autumn and they will go on a seasonal walk identifying the signs of autumn. Explore the 5 senses making links to autumn, exploring the world around them describing what they see, hear and feel whilst outside.</p>	<p>grandparents and family members celebrate Bonfire Night and Christmas in the past? Show photographs of how Christmas was celebrated in the past. Children will look at a world map to see how Christmas is celebrated in different countries around the world. Children will understand that some places are special to members of their community. Children will recognise that people have different beliefs and celebrate special times in different ways. Children will learn about Diwali, Hanukkah and Christmas. Children will understand that some places are special to members of their community - take children to places of worship and places of local importance to the local community. B&V - Which people are special and why? Introduce children to nocturnal animals and share Owl babies to share different habitats. Share stories about light and dark and space with the children. Introduce the children to significant figures (Neil Armstrong and Tim Peake) who have been to space and begin to understand that these events happened before they were born. Children will understand the effect of changing seasons on the natural world around them, learning about the changing seasons autumn into winter. Children will describe what they see, hear and feel whilst outside.</p>	<p>Complete a travel survey about how the children travelled to school. Share with the children different transport from around the world. Look at the difference between transport in this country and one other country. Children will design their own map for The Naughty Bus to follow. Use remote control devices to follow the route. Talk about road safety with the children. Children will recognise that people have different beliefs and celebrate special times in different ways. Children will learn about Chinese New Year. B&V - Which places are special and why? Children will understand the effect of changing seasons on the natural world around them, learning about winter and they will go on a seasonal walk identifying the signs of winter. Explore the 5 senses making links to winter, exploring the world around them describing what they see, hear and feel whilst outside.</p>	<p>Encourage the children to recognise that some environments are different from the one in which they live. Children will recognise that people have different beliefs and celebrate special times in different ways. Children will learn about Easter, Holi, and Ramadan. B&V - Which places are special and why? Make links to animal homes and habitats. Listen to children describing and commenting on things they have seen whilst outside. Children will understand the effect of changing seasons on the natural world around them, learning about the changing seasons winter into spring. Children will describe what they see, hear and feel whilst outside.</p>	<p>Children will explore the world around them - planting up plants and caring for plants. Make observations about the weather. Model key vocabulary. Children will recognise that people have different beliefs and celebrate special times in different ways. Children will learn about Eid al-Fitr. B&V – What is special about our world? . Discuss the changing seasons and make observations outside using their senses. Children to make observations on minibeasts and insects found outside, Children to plant. Children will understand the effect of changing seasons on the natural world around them, learning about spring and they will go on a seasonal walk identifying the signs of spring. Explore the 5 senses making links to spring, exploring the world around them describing what they see, hear and feel whilst outside.</p>	<p>Introduce the children to coastal habitats and discuss similarities and differences with where we live. Encourage the children to recognise that some environments are different from the one in which they live. Children will recognise that people have different beliefs and celebrate special times in different ways. Children will learn about Eid Al-Adha. B&V – What is special about our world? Talk about environmental issues on the coast. Investigate floating and sinking and test different materials to make a boat. Share stories about pirates, mermaids, and sea creatures. Share non-fiction books about sea creatures. Children will understand the effect of changing seasons on the natural world around them, learning about the changing seasons spring into summer. Children will describe what they see, hear and feel whilst outside learning about summer and they will go on a seasonal walk identifying the signs of summer.</p>
<p>People, Culture and Communities</p>						
<p>The Natural World</p>						

<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Children will have opportunities to work together to develop and realise creative ideas. They will create a self-portrait using pencil, paint, oil pastels, exploring, using, and refining a variety of artistic effects to express their ideas and feelings. Children will begin to mix primary colours to make secondary colours. Junk modelling – children will have the opportunity to work collaboratively, sharing ideas, resources and skills. They will build a variety of models using construction and will be encouraged to return to their previous learning refining their ideas. Andy Goldsworthy - Transient Art. Children will sing and join in with a variety of songs, both in a group and on their own, increasing matching the pitch and following the melody. They will explore sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms performing solo and in groups. Children will join in with role-play and story props developing storylines through pretend play. Children will watch and talk about dance, expressing their feelings. Children will listen to a range of music and they will be encouraged to express how it makes them feel. Opportunities for children to create collaboratively, sharing ideas, resources, and skills. Children will develop storylines in their pretend play. Charanga – Me!</p>	<p>Children will have opportunities to explore, use, and refine a variety of artistic effects to express their ideas and feelings - firework paintings exploring different techniques with paint, Christmas, and Diwali arts and crafts. Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems, Winter collage – explore colour and textures, create owl collages. They will build a variety of models using construction and will be encouraged to return to their previous learning refining their ideas - design and make their own space rocket using a variety of tools and techniques. Children will sing and join in with a variety of songs, both in a group and on their own, increasing matching the pitch and following the melody. Children will explore and engage in music making and dance, performing solo or in groups. Children will join in with Christmas songs and performances. Children will join in with role-play and story props developing storylines through pretend play - retelling stories using story maps, props, puppets, & story bags will encourage children to retell, invent, and adapt stories. Children will watch and talk about dance, expressing their feelings. Children will listen to a range of music and they will be encouraged to express how it makes them feel - perform The Nativity. Charanga – My Stories</p>	<p>Opportunities for children to create collaboratively, sharing ideas, resources, and skills. Children will have opportunities to explore, use, and refine a variety of artistic effects to express their ideas and feelings - children to create their own observational drawings of transport. Junk Modelling – Robots. Making paper lanterns, Chinese writing, puppet making. They will build a variety of models using construction and will be encouraged to return to their previous learning refining their ideas – make a dragon. Children will sing and join in with variety of songs, both in a group and on their own, increasing matching the pitch and following the melody. Children will join in with Chinese songs, dancing, and music. Children will join in with role-play and story props developing storylines through pretend play - retelling stories using story maps, props, puppets, & story bags will encourage children to retell, invent, and adapt stories. Children will watch and talk about dance, expressing their feelings. Children will listen to a range of music and they will be encouraged to express how it makes them feel – Chinese dancing. Charanga – Everyone!</p>	<p>Children will have opportunities to explore, use, and refine a variety of artistic effects to express their ideas and feelings, explore different textures; make patterns using African Art as inspiration. Children will explore with making patterns and weaving. Explore using ink patterns. Design and make African masks selecting tools and techniques needed to assemble them. Easter Crafts, Mother’s Day crafts. Children will sing and join in with a variety of songs, both in a group and on their own, increasing matching the pitch and following the melody – African songs, music, and dancing. Learn a traditional African song and dance and perform it. Develop storylines in their pretend play. Children will watch and talk about dance, expressing their feelings. Children will listen to a range of music and they will be encouraged to express how it makes them feel – African dancing. Charanga – Our World</p>	<p>Children will have opportunities to explore, use and refine a variety of artistic effects to express their ideas and feelings - Symmetrical butterfly prints. Colour mixing. They will build a variety of models using construction and will be encouraged to return to their previous learning refining their ideas - constructing animal homes. Vincent Van Gogh - Sunflowers Children will sing and join in with a variety of songs, both in a group and on their own, increasing matching the pitch and following the melody – learn and perform 'There’s a Tiny Caterpillar on a Leaf’. Children will watch and talk about dance, expressing their feelings. Children will listen to a range of music and they will be encouraged to express how it makes them feel. Children will join in with role-play and story props developing storylines through pretend play -retelling stories using story maps, props, puppets, & story bags will encourage children to retell, invent, and adapt stories. Charanga – Big Bear Funk!</p>	<p>Children will have opportunities to explore, use and refine a variety of artistic effects to express their ideas and feelings - create an under the sea collage, experiment with brusho paintings. They will build a variety of models using construction and will be encouraged to return to their previous learning refining their ideas -junk modelling/construction – boats. Father’s Day crafts. Children will sing and join in with a variety of songs, both in a group and on their own, increasing matching the pitch and following the melody. Children will join in with role-play and story props developing storylines through pretend play - retelling stories using story maps, props, puppets, & story bags will encourage children to retell, invent, and adapt stories. Charanga – Reflect, Rewind and Replay!</p>
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Enrichment and Visitors	Dental Nurse – Oral Health Autumn Walk Pedal Day Farmyard Day for Parents Vocabulary Dressing Up Day – Whole School	Pedal Day Snuggle Day Panto – Whole School Christmas Show	Winter Walk Pedal Day Road Safety Walk Fire Engine Visit Place of Worship Visit Explorer Day NOBOT Exhibition Chester Zoo – Whole School	Pedal Day World Book Day – Whole School Africa Day Science Week – Whole School	Spring Walk Pedal Day Observe caterpillars/stick insects. Trip to a farm Green Day – Whole School	Pedal Day Summer Walk The Oscars – Whole School Sports Day
Festival, Celebrations and Events	Harvest Festival Rosh Hashanah Black History Month	Diwali Halloween Bonfire Night Remembrance Day World Nursery Rhyme Week St Andrew's Day Hanukkah Christmas	Chinese New Year Children's Mental Health Week Safer Internet Day	St David's Day St Patrick's Day Shrove Tuesday Ash Wednesday World Book Day Holi Mother's Day Ramadan Easter St George's Day	Eid al-Fitr	Eid Al-Adha Father's Day

Computing is developed throughout the year through use of iPads, interactive whiteboards, remote control resources, listening centre etc. and is woven into the curriculum.
 Characteristics of Effective Learning and the Fundamental British Values are woven throughout our EYFS Curriculum.
 We also take part in whole school enrichment and parent/carer events throughout the year.

Prime Areas

There are seven areas of learning and development that we follow in the EYFS. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- ▶ Communication and Language
- ▶ Physical Development
- ▶ Personal, Social and Emotional Development

Specific Areas

There are four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- ▶ Literacy
- ▶ Mathematics
- ▶ Understanding the World
- ▶ Expressive Arts and Design

Educational Programme 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.

- ▶ We provide a rich and vibrant learning environment.
- ▶ Adults model key language and use questioning to initiate conversations and to support language development.
- ▶ Vocabulary and visuals are displayed throughout our learning environment.
- ▶ Adults model high quality interactions in the different areas of provision.
- ▶ Daily story time ensures that children have the opportunity to listen to and engage with stories using a variety of texts.
- ▶ Interventions such as Social Skills, NELI, Speech and Language and Concept Cat support the children with their personal and social skills and language skills.
- ▶ Strong links with parents are established ensuring that parents are actively involved with their child's learning.
- ▶ Enrichment opportunities to encourage questioning and use of vocabulary.

Children in reception will be learning to:

- ▶ Understand how to listen carefully and why listening is important.
- ▶ Learn new vocabulary.
- ▶ Use new vocabulary through the day.
- ▶ Ask questions to find out more and to check they understand what has been said to them.
- ▶ Articulate their ideas and thoughts in well-formed sentences.
- ▶ Connect one idea or action to another using a range of connectives.
- ▶ Describe events in some detail.
- ▶ Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- ▶ Develop social phrases.
- ▶ Engage in story times.
- ▶ Listen to and talk about stories to build familiarity and understanding.
- ▶ Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- ▶ Use new vocabulary in different contexts.
- ▶ Listen carefully to rhymes and songs, paying attention to how they sound.
- ▶ Learn rhymes, poems and songs.
- ▶ Engage in non-fiction books.
- ▶ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Educational Programme 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.

- ▶ Daily Circle times focuses on SCARF learning points giving children the opportunity to share their thoughts and listen to others.
- ▶ Links are made to our school core values – Care, Aspire and Achieve and our School Learning Behaviours.
- ▶ Parental engagement through home visits, stay and play sessions and parental events.
- ▶ Star of the Week, 'Have a Go Heroes' and The Viking Awards to celebrate the children's achievements.
- ▶ Visitors in to school such as the dental nurse, emergency services and community officers.
- ▶ Interventions such as Social Skills, NELI, Speech and Language support the children with their personal and social skills and language skills.

Children in reception will be learning to:

- ▶ See themselves as a valuable individual.
- ▶ Build constructive and respectful relationships.
- ▶ Express their feelings and consider the feelings of others.
- ▶ Show resilience and perseverance in the face of challenge.
- ▶ Identify and moderate their own feelings socially and emotionally.
- ▶ Think about the perspectives of others.
- ▶ Manage their own needs - Personal hygiene.
- ▶ 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.

Educational Programme 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.

- ▶ Pegs to Paper, fine and gross motor activities.
- ▶ Sensory resources to encourage children to mark make.
- ▶ Daily outdoor provision with opportunities to explore sand, water, the mud kitchen, dinosaur world, construction etc.
- ▶ P.E lessons and cosmic yoga activities.
- ▶ Pedal Days ensure that children are developing their physical skills.
- ▶ Dough Disco activities using play dough.
- ▶ Sports day.

Children in reception will be learning to:

- ▶ Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- ▶ Progress towards a more fluent style of moving, with developing control and grace.
- ▶ Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- ▶ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- ▶ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- ▶ Combine different movements with ease and fluency.
- ▶ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.
- ▶ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- ▶ Develop the foundations of a handwriting style which is fast, accurate and efficient.
- ▶ Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.

Educational Programme 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).

- ▶ Writing opportunities in provision areas for children to label, instruct, name, sign, list in play.
- ▶ Shared and modelled reading and writing activities.
- ▶ Daily story time using a variety of rich and varied texts.
- ▶ Letter formation activities. (Letter Join activities, Pegs to Paper, dough disco, cutting and sticking activities to support fine motor skills).
- ▶ Planned and sequenced daily Phonics.
- ▶ Guided Reading sessions.
- ▶ Sound mats, key words and vocabulary are displayed in the different provision areas.
- ▶ Weekly changing of reading books.
- ▶ Ideas on Seesaw for parents to support early reading – oral blending and accurate sound pronunciation and letter formation.

Children in reception will be learning to:

- ▶ Read individual letters by saying the sounds for them.
- ▶ Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- ▶ Read some letter groups that each represent one sound and say sounds for them.
- ▶ Read a few common exception words matched to the school’s phonic programme.
- ▶ Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- ▶ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- ▶ Form lower-case and capital letters correctly.
- ▶ Spell words by identifying the sounds and then writing the sound with letter/s.
- ▶ Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- ▶ Re-read what they have written to check that it makes sense.

Educational Programme Mathematics

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.

- ▶ White Rose, Numberblocks and Mastery in Number activities are used to support our Maths planning and teaching.
- ▶ Mathematical vocabulary is modelled and displayed in the different provision areas.
- ▶ Subitising activities, Maths songs and rhymes are shared with parents via Seesaw.
- ▶ Activities are carefully planned in the different areas of provision to develop the children's understanding of number, numerical patterns and shape and measure.

Children in reception will be learning to:

- ▶ Count objects, actions and sounds.
- ▶ Subitise.
- ▶ Link the number symbol (numeral) with its cardinal number value.
- ▶ Count beyond ten.
- ▶ Compare numbers.
- ▶ Understand the 'one more than/one less than' relationship between consecutive numbers.
- ▶ Explore the composition of numbers to 10.
- ▶ Automatically recall number bonds for numbers 0–5 and some to 10.
- ▶ Select, rotate and manipulate shapes to develop spatial reasoning skills.
- ▶ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- ▶ Continue, copy and create repeating patterns.
- ▶ Compare length, weight and capacity.

Educational Programme

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. 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.

- ▶ Our curriculum is rich and engaging enabling children to develop a sense of community and responsibility.
- ▶ We share a wide range of texts to support and enrich the children's experiences and vocabulary.
- ▶ Visits to the park, Alex Wood to look at seasonal changes.
- ▶ Green Week – Planting and recycling.
- ▶ Visitors in school such as the dental nurse, community police, fire service.
- ▶ Opportunities to learn about lifecycles and growth – caterpillars, chicks and frogs.
- ▶ Opportunities to learn about a variety of animals and insects – real life experiences.
- ▶ Trip to Reddish Vale Farm.
- ▶ Explorer Day and Africa Day – opportunities to learn about different cultures and environments.
- ▶ Weekly Belief and Values lessons.
- ▶ Celebrations from around the world.
- ▶ Support with local community projects e.g. poppy art, singing in the community.

Children in reception will be learning to:

- ▶ Talk about members of their immediate family and community.
- ▶ Name and describe people who are familiar to them.
- ▶ Comment on images of familiar situations in the past.
- ▶ Compare and contrast characters from stories, including figures from the past.
- ▶ Draw information from a simple map.
- ▶ Understand that some places are special to members of their community.
- ▶ Recognise that people have different beliefs and celebrate special times in different ways.
- ▶ Recognise some similarities and differences between life in this country and life in other countries.
- ▶ Explore the natural world around them.
- ▶ Describe what they see, hear and feel whilst outside.
- ▶ Recognise some environments that are different from the one in which they live.
- ▶ Understand the effect of changing seasons on the natural world around them.

Educational Programme

Expressive Arts and Design

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.

- ▶ Our curriculum provides children with regular opportunities to engage with the arts and different media.
- ▶ Our provision is engaging and children can build on skills such as creating portraits in pencil, adding paint then oil pastels, transient art activities, cutting and sticking.
- ▶ Nobot Workshop – parental engagement opportunities.
- ▶ Opportunities for children to learn new skills and techniques.
- ▶ Develop drawing skills and use of media.
- ▶ Opportunities to listen to music from around the world.
- ▶ Weekly Charanga Music lessons.
- ▶ Dance lessons and cosmic yoga.
- ▶ Christmas Nativity performance.

Children in reception will be learning to:

- ▶ Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
- ▶ Listen attentively, move to and talk about music, expressing their feelings and responses.
- ▶ Watch and talk about dance and performance art, expressing their feelings and responses.
- ▶ Sing in a group or on their own, increasingly matching the pitch and following the melody.
- ▶ Develop storylines in their pretend play.
- ▶ Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goals

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs).

Communication and Language

Early Learning Goals

- ▶ **ELG: Listening, Attention and Understanding** Children at the expected level of development will: - 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.
- ▶ **ELG: Speaking** Children at the expected level of development will: - 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

Early Learning Goals

- ▶ **ELG: Self-Regulation** Children at the expected level of development will: - 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.
- ▶ **ELG: Managing Self** Children at the expected level of development will: - 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.
- ▶ **ELG: Building Relationships** Children at the expected level of development will: - 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 Early Learning Goals

- ▶ **ELG: Gross Motor Skills** Children at the expected level of development will: - 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.
- ▶ **ELG: Fine Motor Skills** Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Literacy

Early Learning Goals

- ▶ **ELG: Comprehension** Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- ▶ **ELG: Word Reading** Children at the expected level of development will: - 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.
- ▶ **ELG: Writing** Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

Mathematics

Early Learning Goals

- ▶ **ELG: Number** Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - 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.
- ▶ **ELG: Numerical Patterns** Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Early Learning Goals

- ▶ **ELG: Past and Present** Children at the expected level of development will: - 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.
- ▶ **ELG: People, Culture and Communities** Children at the expected level of development will: - 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.
- ▶ **ELG: The Natural World** Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Early Learning Goals

- ▶ **ELG: Creating with Materials** Children at the expected level of development will: - 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.
- ▶ **ELG: Being Imaginative and Expressive** Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.