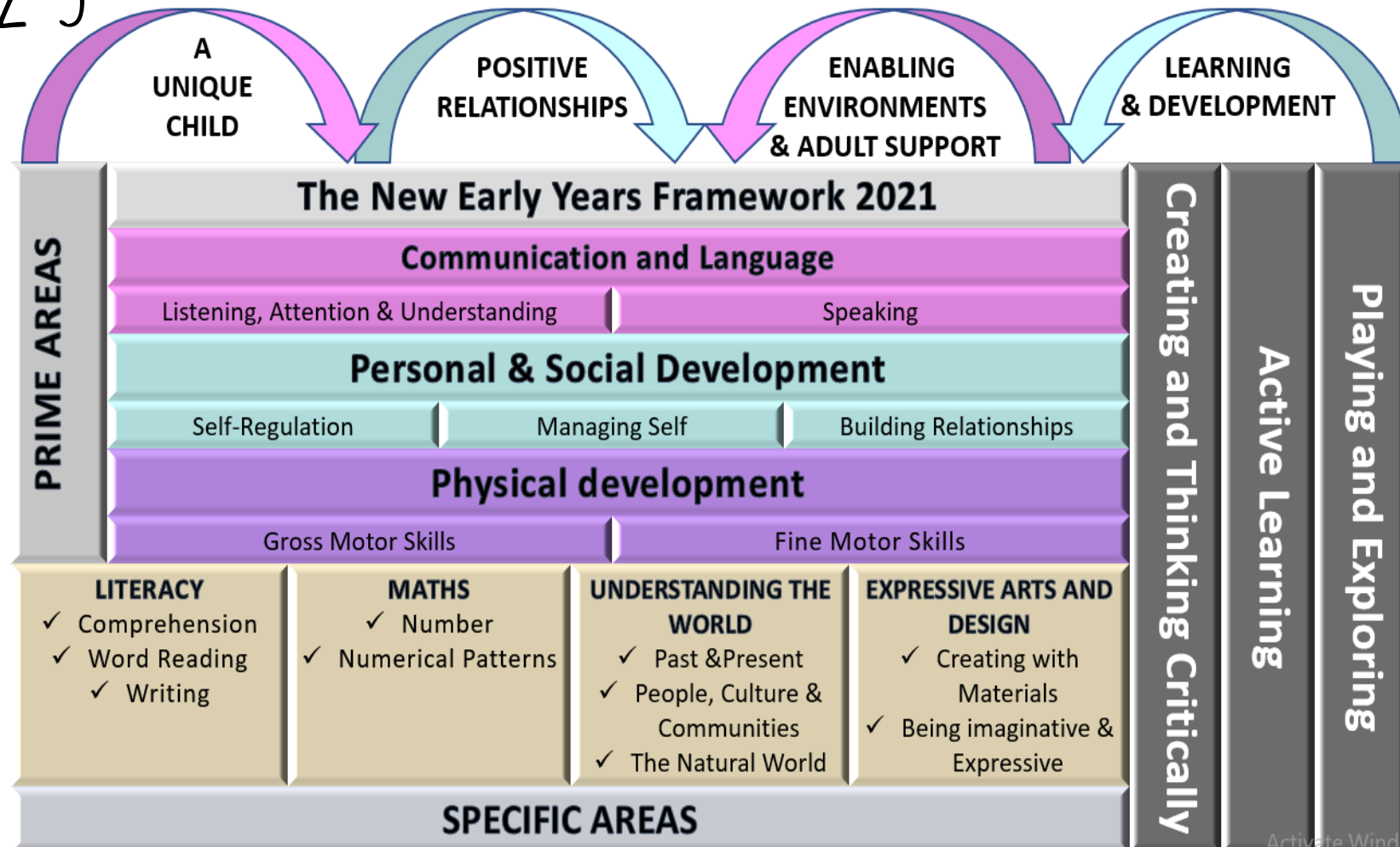


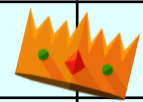
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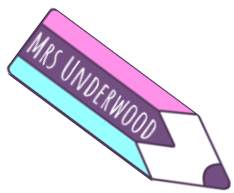
"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Eldersfield Lawn School we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year."

"Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We deliver our curriculum through a balance of adult initiated and child-initiated activities based on the EYFS Framework 21' & children's interests."

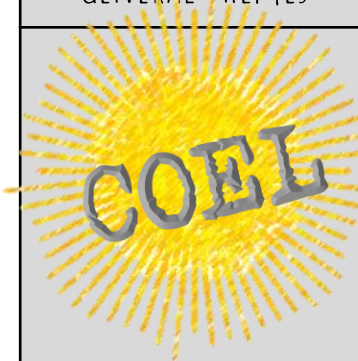


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	AUTUMN 1 	AUTUMN 2 	SPRING 1 	SPRING 2 	SUMMER 1 	SUMMER 2 
GENERAL THEMES <i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i> <i>WELL-BEING & BEHAVIOUR FOR LEARNING</i>	HOME AND AWAY Starting school / my new class / New Beginnings My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe Journeys and maps Vehicles past and Present Design your own transport! Under the sea Off on holiday	LIGHT AND DARK Harvest health Human body Autumn / Hibernation Communities and cultures- Autumn festivals People who work at night to help us Night and day animals Christmas	ANIMAL ADVENTURES! Pets Planet Earth The Solar System The Year of the Rabbit	WILD WORLD Wild Weather Where do we live in the UK / world? Wild and Free Life in Africa	THE MAGIC OF SPRING Plants & Flowers Fairy Gardens/City gardens The Mysterious Egg	LONG, LONG AGO Step Back in Time The Dinosaur Museum Stories set in castles Changing & Growing Butterfly life cycle
CORE TEXTS AND POEMS	The Colour Monster Little Lumpty The Train Ride Oliver, who was small but mighty The Sea Monster Worms Nursery Rhymes The Poetry Basket Autumn	The Little Red Hen Little Glow Goldilocks and the 3 Bears Owl Babies Christmas Story / Nativity The Poetry Basket Autumn A Great Big Cuddle	The Creation Story Tabby McTat Hairy McClarey Dogs in Space The Smeds & the Smoos The Way Back Home Martha Maps it Out A Great Big Cuddle	Lost and Found Dear Zoo Zeraffa Giraffa Anna's Hibiscus Song Handa's Surprise Croc and Bird Non Fiction focus-animal facts The Tiger	The Bog Baby Erol's Garden The ugly Duckling The 3 Billy Goats Gruff From Egg to Chick	Tell me a dragon Jack and the Beanstalk The very Hungry Caterpillar
'WOW' MOMENTS / ENRICHMENT	Home Visits How do we celebrate birthdays? School Trip to Pizza Express & Waterways Museum Gloucester Docks & Boat Trip Introduction to Forest School-God's creatures Celebrating Acts of Kindness	Autumn at Forest School Halloween/Day of the Dead Diwali Bonfire Night Remembrance Day Nativity performance Theatre visit Christmas Celebrations Children in Need	Using the Chancel for telling the Creation Story Our planet as part of the solar system videos Pet visits Local Area Walk Chinese Restaurant visit	Weather experiments Weather Forecast Nature Scavenger Hunts Visit to The Wild Place Mother's Day Easter Service Egg Hunt	Hatching chicks Frogspawn Role Play Christening Signs of Spring at Forest School Berkeley Castle visit The Coronation of King Charles	Metamrphosis Caterpillar to butterfly Local Area Walk Performance/Graduation



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GENERAL THEMES	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	HOME AND AWAY	LIGHT AND DARK	ANIMAL ADVENTURES	WILD WORLD	THE MAGIC OF SPRING	LONG, LONG AGO
   OVER ARCHING PRINCIPLES	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. We develop these through our ‘Rainbow Challenge’ approach. Through these, mostly open ended activities, the children apply their developing skills and understanding, across the curriculum. Class song ‘Look at us, we’re ‘Super-Learners’-Explorers-Triers-Thinkers’, a floor book, ‘Chatty Chimps’ ‘Learning Detectives’ and COEL reward stickers are introduced and built on throughout the year to develop the pupils ability to reflect on their learning.					
	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. <i>At Eldersfield Lawn School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’</i> We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.					



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OUR CORE CHRISTIAN VALUES ASSEMBLIES / CIRCLE TIME We will 'dip in and out of each area' each term as and when we need to.	Hope	Community	Wisdom	Dignity	Peace	Joy
BRITISH VALUES underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity.	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community. Mutual tolerance Everyone is valued, all cultures and faiths are celebrated and we all share and respect the opinions of others. 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 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. 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.					
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline Baseline analysis	On going observational assessments Parents evening EYFS team meetings Read Write Inc assessments	EYFS team meetings & internal moderation Pupil progress meetings GLD Projections for EOY	Cluster moderation Pupil progress meetings Parents evening info EYFS team meetings	EYFS team meetings & internal moderation	KS1 & EYFS team meetings EOY data
PARENTAL INVOLVEMENT	Webpage-Big School here I come! Home visits & Induction Phonics workshop Proud Clouds - Seesaw	Proud Clouds - Seesaw Nativity Performance Parents Evening	Proud Clouds - Seesaw Reading workshop	Proud Clouds - Seesaw Parents Evening	Proud Clouds - Seesaw	End of EYFS celebration Sports Day

We recognise that all children are unique and special.

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	HOME AND AWAY	LIGHT AND DARK	ANIMAL ADVENTURES	WILD WORLD	THE MAGIC OF SPRING	LONG, LONG AGO
LIFE AT ELS LIVING AND INSPIRING FUTURES FOR EVERYONE	Our values are tangible throughout curriculum Experienced Based Curriculum PHSE Daily prayers	Students have experiences of religious education, and festivals Effective pastoral care The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief Positive Relationships	Teachers and students are inspired and joyful High quality dialogue Committed engagement of parents/carers as co-educators.	Holistic, values based and contextualised curriculum Children actively involved in creating their own paths of learning	Children evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world and for some, their relationship with God Spirituality promoted through engagement and wonder of the natural world.	Children make conscientious choices Promote the Common Good Children develop moral literacy
	○ <u>Who are we?</u> We are part of many families: our school family, our local community, our national identity and a global community with responsibility for the whole world. ○ <u>Why are we here?</u> We are here to learn that we all have a role to play in making wise decisions so everyone can live with dignity. ○ <u>How then shall we live?</u> We will live in hope that our actions will have a positive effect throughout our lives and on the lives of others, no matter where they live.					



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	HOME AND AWAY	LIGHT AND DARK	ANIMAL ADVENTURES	WILD WORLD	THE MAGIC OF SPRING	LONG, LONG AGO
COMMUNICATION AND LANGUAGE We talk to parents about what languages they speak as a family, learn a few key words and celebrate multilingualism in our setting.	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.					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, learning poems, listening to & retelling stories, singing, speech and language interventions, Pie Corbett T4W actions, productions, assemblies and weekly interventions.	Welcome to EYFS Settling in activities Talk for making friends Children talking about experiences that are familiar to them Sharing facts about me Home visit talk photos What are your passions and talents? Rhyming and alliteration Familiar Print Feelings vocabulary and stories Model talk routines & good listening- SuperVakey song Social Phrases "Good morning, how are you?" Curiosity Cube, Talk Tub. Floorbook	Tell me a story! Developing vocabulary Discovering Passions Tell me a story - retelling stories; Tales Toolkit Story language Listening and responding to stories Following instructions Discussion Understand how to listen carefully and why listening is important Using new vocabulary through the day. Choosing books that will develop their vocabulary.	Tell me how and why! Using language to reflect on learning 'Learning Detectives' Ask's how and why questions... Ask questions to find out more and to check they understand what has been said to them Story invention – talk it! Tales Toolkit structure. Describe events in some detail-recount of trip Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Describe events in detail – time connectives Sustained focus when listening to a story Read aloud books to children that will extend their knowledge of the world and illustrate current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.	What happened? Weekend news Re-reading books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Describe events in some detail-recount of trip	<u>Time to share!</u> _Marvellous me Retell a story with story language Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Perform or use puppets to tell stories
DAILY STORY TIME						



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	HOME AND AWAY	LIGHT AND DARK	ANIMAL ADVENTURES	WILD WORLD	THE MAGIC OF SPRING	LONG, LONG AGO
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 .					
MANAGING SELF	See themselves as a valuable individual. Class Rules and Routines Supporting children to build relationships Emotions Super Learner Song Discuss why we take turns, wait politely, tidy up after ourselves and so on Calm Me time JIGSAW: Being me in my world	Developing Self - Confidence Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. JIGSAW; Celebrating differences Learning about qualities and differences Celebrating acts of Kindness	JIGSAW: Dreams and Goals Give children strategies for staying calm in the face of frustration. Show resilience and perseverance in the face of challenge. Looking after pets Looking After our Planet Aspirations for the future	JIGSAW: Healthy me Making healthy choices Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Looking after others Friendships JIGSAW; Relationships What makes a good friend? Building constructive and respectful relationships Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.	Taking part in sports day - Winning and losing JIGSAW; Changing me Look how far I've come! Performance and Graduation Transition into KS1
SELF - REGULATION	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 ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social			Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. <i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done."</i>		

LINK TO BEHAVIOUR FOR LEARNING

We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.

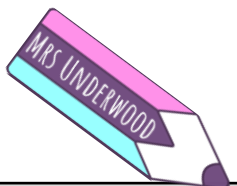
Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.





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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	HOME AND AWAY	LIGHT AND DARK	ANIMAL ADVENTURES	WILD WORLD	THE MAGIC OF SPRING	LONG. LONG AGO
PHYSICAL DEVELOPMENT FINE MOTOR Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES GROSS MOTOR DAILY OPPORTUNITIES FOR GROSS MOTOR ACTIVITIES Continuously check the process of gross motor movement. Provide extra help and guidance when needed	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 .					
	Threading, cutting, playdough & fine Motor activities in Funky Finger sessions Manipulate objects with good fine motor skills-pouring water Draw lines and circles using gross motor movements Hold pencil/paint brush encouraging correct tripod grip . Teach and model correct letter formation	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials 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. Encourage children to draw freely	Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely, to draw round shapes Holding Small Items Fastening clothing Dough Disco Brain Gym	Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks.	Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks.
	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Dressing for outdoors-Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- aiming, throwing and catching. Crates play- jumping, climbing. Obstacle activities children moving over, under, through and around equipment Dance / moving to music See EAD	Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Travelling, balances, Jumps, rolls, moving over, under, through and around equipment	Gymnastics ./ Refining and combining movements Yoga stories Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes rickshaws, wheelbarrows, and carts. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Encourage children to be highly active and get out of breath several times every day. Skipping ropes in outside area	Races / team games involving gross motor movements Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
	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. 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.					



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	HOME AND AWAY	LIGHT AND DARK	ANIMAL ADVENTURES	WILD WORLD	THE MAGIC OF SPRING	LONG, LONG AGO
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING Children will choose a high quality text weekly to take home & respond to WORD READING Children will be working in different groups for Read Write Inc. SH – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.	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)					
	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.	Retell stories related to events through acting/role play. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. 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 Non-Fiction Focus	Making up stories based on a text-innovate. Encourage children to record stories through picture drawing/mark making for LAs. 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. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	Beginning to understand that a non-fiction is a non-story- it gives information instead. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Stories from other cultures and perspectives Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Making up stories with themselves as the main character – Using Tales Toolkit strategy.	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 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 They develop their own narratives and explanations by connecting ideas or events	Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Role play area – book characters Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.
	Phonic Sounds: RWI Set 1 whole class Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. 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	Phonic Sounds: RWI Differentiated Ditties, Fred Fingers, Hold a sentence, Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. 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.	Phonic Sounds: RWI Fred in Head Speed Words, Alien Words Differentiated Guided Reading Groups & Interventions 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’. 2 syllable words and CCVC CVCC	Phonic Sounds: RWI Differentiated groups non-fiction books. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Children should not be required to use other strategies to work out words.	Phonic Sounds: RWI Differentiated groups: Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.	Phonic Sounds: RWI Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff



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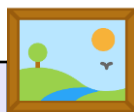
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	HOME AND AWAY	LIGHT AND DARK	ANIMAL ADVENTURES	WILD WORLD!	MAGIC OF SPRING!	LONG, LONG AGO
MATHS <i>Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.</i>	Developing 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.					
	Early Mathematical Experiences Exploring Provision Where do things belong? Key times of day Visual Timetable Counting rhymes and songs Baseline Assessments Introduce manipulatives. Number recognition. Voting for story time-comparing amounts Pattern & Early Number-Just Like Me! Match and Sort Compare amounts Counting principals Recognise, describe, copy and extend simple repeating patterns. Recognise numbers in the environment. Subitising	It's Me 123! Representing 1 2 & 3 Comparing 1 2 & 3 Composition of 1 2 & 3 Subitising Light and Dark Representing numbers to 5 One more & one less Measures Estimate, order, compare, discuss and explore capacity, weight and lengths Shape and Space Describe, and sort 2D Shapes Positional vocabulary Introduce names of 3D Shapes Calendar and time Days of the week, seasons Sequence daily events	Time Calendar, months, years Measuring small amounts of time-1 minute challenges Numbers within 10 Alive in 5! Introducing zero Comparing numbers to 5 Composition of Numbers to 5 Growing 6,7,8 Represent 6,7,8 Making Pairs Combining 2 groups Measures Compare mass Compare capacity Estimation The Estimation Station Counting forwards and backwards	Numbers within 10 Building 9 and 10 Representing 9 & 10 Comparing numbers to 10 Composition of Numbers to 10 Bonds to 10 Measures Length. Height, time Shape & pattern 3D Shape Pattern Number of the day Talking Maths Photos Ordering numbers	To 20 and Beyond Building Numbers beyond 10 Counting Patterns beyond 10 First, Then, Now Adding More Taking Away Spatial Reasoning Match, rotate, manipulate, compose & decompose	Find my Pattern Doubling Sharing & Grouping Odds and Evens Numbers beyond 20 Deepening understanding Patterns and Relationships Spatial Reasoning Visualize & build, Mapping Money Coin recognition and values •Combinations to total 20p •Change from 10p



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	HOME AND AWAY	LIGHT AND DARK	ANIMAL ADVENTURES	WILD WORLD	THE MAGIC OF SPRING	LONG, LONG AGO
UNDERSTANDING THE WORLD RE / FESTIVALS Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	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 places of interest to meeting important members of society such as 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.					
	- Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. - Talking about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. - Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. - Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. - Gloucester Docks trip to stimulate finding out about transport past and present. Learn about safe travelling & pedestrian. - Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. - Use role play to share experiences of past holidays and journeys. - Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. - Introduce 'The Curioity Cube' and 'Talk Tub' to promote questioning and discussion. - Our Senses science investigations.	- Can talk about what they have done with their families to celebrate Autumn festivals of Halloween & Bonfire Night - Our skeleton-naming bones and joints. Our bodies-healthy eating, bones, digestion, teeth, exercise, sleep. - Use visitor, video or photographs to discuss firefighters & people who help us. - Compare these with festivals celebrated by families from other cultures-Day of the Dead and Diwali. - Autumn walk and Forest School appreciation of Autumn - To 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. - Listening to stories and placing events in chronological order. - Nocturnal Animals - making sense of different environments and habitats - Use simple map of Forest School to locate areas and features. - Fire & fire safety at Forest School. - Can talk about what they have done with their families during Christmas preparations and 'in the past. - Investigate, explore and describe materials-selecting and using to express creative ideas. - Theatre & Pantomime visit-recall safe travelling & pedestrian.	- What can we do here to take care of our pets? - Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. - The Solar System - Investigate and explore reflective and transparent materials. Projected light. - Investigate and explore forces through magnetic resources. - Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. - Refer to globe and picture map of the world. - Use bee-bots on simple maps. Encourage the children to use navigational language. - Chinese new year-restaurant visit? - Features of local environment. Maps of local area Comparing places on Google Earth – how are they similar/different? - Find us on map of UK. - Local walk from school	- Explore a range of world habitats and how animals adapt to live there. Describe animals and their movements. - Wild and Free-compare animals in captivity and in the wild; how human activity can help or harm. - Use Handa's Surprise & Anna's Hibiscus Songs to explore a different country. - Local area & comparison of life in Africa-Can children make comments on the weather, landscape culture, clothing, housing, transport, electricity - Trip to 'The Wild Place' - Provide opportunities for children to note and record the weather. - Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. - Materials: Floating / Sinking – Ark building Metallic / non-metallic objects - Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. - After close observation, draw pictures of the natural world, including animals and plants - Making maps at Forest School - Easter Egg Hunt orienteering	- Explore the world around us and see how it changes through Springtime. Provide opportunities for children to note and record the weather. - Building a 'Bug Hotel' and Fairy gardens - Consider life in a city and how gardens help improve life in a city. - Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. - 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. - Look for children incorporating their understanding of the seasons and weather in their play. - Introduce the children to litter picking & recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. - Visit to Eldersfield Church for role play Christening. - Marvellous Me and my Family Tree; own family history and significant moments in own life. - Trip to Berkeley Castle	- To understand where dinosaurs are now and begin to understand that they were alive a very long time ago - Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil/fossils found by children recently. - Granny's visit-suitcase, old books, typewriter, old Singer sewing machine. Photos from her past. - Share different versions of famous fairy tales, including from different cultures. - Draw on experience of trip to Berkeley Castle to compare life now to life in the past. - Coronation of King Charles/Street Parties now & in the past - Local Area walk
	WHICH PLACES ARE SPECIAL AND WHY? Introduction to the chancel & Forest School	WHY IS CHRISTMAS SPECIAL FOR CHRISTIANS? Nativity Story Day of the Dead, Diwali, Remembrance Day	WHICH STORIES ARE SPECIAL AND WHY? The Creation Story Chinese New Year	WHY IS EASTER SPECIAL FOR CHRISTIANS? Noah's Ark	BEING SPECIAL WHERE DO WE BELONG? Role Play Christening New Life	WHY IS THE WORD 'GOD' SPECIAL FOR CHRISTIANS? The Natural World

We will provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development



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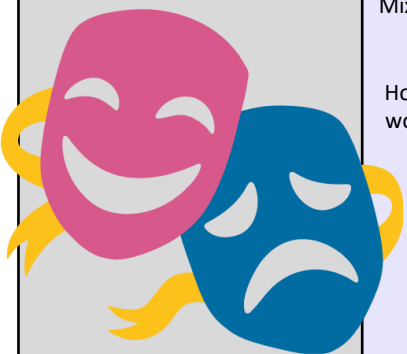


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	HOME AND AWAY	LIGHT AND DARK	ANIMAL ADVENTURES	WILD WORLD!	MAGIC OF SPRING!	LONG, LONG AGO
EXPRESSIVE ARTS AND DESIGN	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important 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. 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.					
	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did using Seesaw. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Mixing sea shades & developing painting into Sea Monster collage. Home Corner role play & small world enhancements linked to topic	Use different processes to represent fireworks. Skeletons-Teach moving joints-paper split pins; hole-punch & tags Listen to the music of Mexico and India and make their own dances in response. Clay divas, rangoli patterns with chalks or loose parts. The use of story maps, props, shadow puppets retell, invent and adapt stories Red Hen-Goldilocks & 3 bears; Owl Babies 2D shapes in Art-KANDINSKY Learning to draw bears & develop mixed media artwork to show texture; KLIMPT Beech Forest Theatre & Panto visit-discussing & comparing performing arts Role Play Celebrations Role Play of The Nativity Nativity songs & dances	How cats are represented in art PICASSO Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks Exploring reflective, transparent materials & light. VAN GOGH Starry Night Exploring projected images & combining with sounds and movements to represent ideas linked to space travel. Design and make rockets. Design and make objects they may need in space, thinking about form and function. Creating small world environments-alien landscapes; .Process Art explorations-linked to science Making lanterns, Chinese writing, puppet making, Chinese music and composition Home Corner role play & small world enhancements linked to	Make different textures; make patterns using different colours Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating instruments Making houses Creating small world environments-alien landscapes; polar regions; jungles. Learn a traditional African song and dance and perform it / using their own music & instruments. Pastel drawings, printing, patterns on Easter eggs, Mother's Day crafts Easter crafts Home Corner role play & small world enhancements linked to topic	Provide a wide range of props for play which encourage imagination. Children will explore ways to protect the growing of plants by designing scarecrows. Small world resources to encourage story compositions in a micro world of bugs, fairies, bog babies etc Watercolours available in small palettes for detailed work Home Corner role play & small world enhancements linked to topic	Salt dough fossils The Dinosaur Museum Design a poster Provide children with a range of materials for children to construct with. Symmetrical butterflies Artwork themed around Eric Carle / The Seasons – Art Life cycle crafts Puppet shows: Provide a wide range of props for play which encourage imaginative retellings or invention of own stories. Father's Day Crafts

EXPRESSIVE ARTS AND DESIGN

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

Children to produce a piece of art work each term to be displayed for an 'Art Gallery' for to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to topic, their work / interests and passions.





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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
ELG: Listening, Attention and Understanding 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 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.	ELG: Self-Regulation 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 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 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.	ELG: Gross Motor Skills 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 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.	ELG: Comprehension 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 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 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.	ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns 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.	ELG: Past and Present 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 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 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.	ELG: Creating with Materials 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 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.

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.