

# Early Years Curriculum

## **School Vision**

***'Learning for Life'***

### **Our Mission Statement**

To develop, support and educate every child for themselves, their families, the village and the whole community.

### **Our School Vision**

We are a village school working in partnership with children, families, staff and the local community to develop, support and educate each child so that they can succeed now and throughout their lives.

### **Our school will be a place where,-**

- We are happy and safe.
- We love to learn for ourselves.
- We are confident and value the individualities of others.
- We are tolerant of others and respect them and their cultures.
- We are good citizens of a modern Britain.

### **At our school we are happy and safe because,-**

- We look out for each other and are kind to each other.
- We are friends with everybody, all of us play together.
- We all have friends.
- We are tolerant of others.
- We are careful around school and around each other.
- There is no bullying.
- If someone is doing something we don't like we ask them not to.
- We smile.

**At our school we love to learn for ourselves because,-**

- We love to learn new things.
- We keep on trying and don't give up.
- We stay on the task we are given.
- We are proud of our achievements.
- We are always ready to learn and are enthusiastic.
- We learn independently.
- We are ready for new challenges.

**At our school we are confident and value the individualities of others**

- We are ourselves
- We have confidence in ourselves because our learning makes us confident.
- We get to know each other and never judge a book by its cover.
- We accept others differences, respecting everyone's individual qualities.
- We help others with their difficulties.
- We live a happy, healthy life.

**At our school we are tolerant of others and respect them and their cultures**

- Respect everyone's differences
- We respect the beliefs of others.
- We respect other cultures.
- We learn about other cultures and religions so that we can respect them.
- We are not racist.

## **At our school we are good citizens of a modern Britain**

- We are friendly to everybody we see
- We are kind and patient with others.
- We help other people in our local community and beyond.
- Do something in life – get a job, get a life.
- We learn to use new technologies, e.g. I-Pads
- We are positive and behave well.
- We look after our environment, both locally and further afield.

## Our Curriculum Intent

Our Early Years curriculum has been designed to ensure that each and every child is offered stimulating and awe-inspiring experiences with our aims and ethos at the core. Our progressive curriculum enables us to build strong relationships, celebrate diversity, encourage respect and build a sense of community. It provides and acknowledges success for all children, in all aspects of their development and it recognises, encourages and celebrates all types of talent.

We provide first hand learning experiences that allow children to develop independence, interpersonal skills and build resilience. Our cross-curricular approach enables our children to make meaningful links with their learning, designed to inspire an enthusiasm for learning and a love of reading, to ensure achievement and to support pupil well-being and happiness.

### Characteristics of Effective Learning



### Over Arching Principles

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

*PLAY: Within the Acorn Federation, 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 setting has an underlying ethos of 'Playing to Learn'. 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.'*

***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.***

## Our Reception Roadmap

### Our Curriculum Themes and Content

- In Reception, half-termly themes are based on high quality texts. This ensures that reading remains at the centre of our core school curriculum. Due to our mixed age class our Early Years curriculum has been designed at times, to complement Key Stage 1, and is planned to be delivered, flexibly to tie in with the KS1 themes and topics, which are on a two-year rolling program.
- Our themes are:

All About me	Terrific tales	Amazing Animals	Come Outside	Ticket to ride	Beside the Seaside
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- There are a number of core class texts which are read together throughout the year. The texts are read to/with the class a number of times in order to develop familiarity, engagement and enjoyment in reading.
- Children in Reception each take a fully decodable book linked to their phonics learning (***a book to read***), and a weekly high-quality picture book to share (***a book for sharing***).

## Our Reception Journey: Curriculum Map and Milestones

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<u>All about me</u>	<u>Terrific Tales</u>	<u>Amazing animals</u>	<u>Come outside</u>	<u>Ticket to ride</u>	<u>Fun at the seaside</u>
<u>General Themes</u>  These may be adapted to allow for children's interests to flow through and where areas allow crossover with Years 1 and 2	Starting school / my new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Traditional Tales Little Red Hen - Harvest Old favourites Familiar tales Library visits Gingerbread Man Cinderella The Nativity At the Panto Christmas Lists Letters to Father Christmas	Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Min Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats	Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials	Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?	Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
<u>Core texts</u>	<ul style="list-style-type: none"> <li>• Owl babies</li> <li>• Stickman</li> <li>• Funny bones</li> <li>• Kippers birthday</li> <li>• 3 little pigs</li> <li>• Peepo</li> <li>• If I built a house</li> </ul>	<ul style="list-style-type: none"> <li>• Goldilocks and the three bears</li> <li>• Gruffalo</li> <li>• Handa surprise</li> <li>• Jolly Postman</li> <li>• Little Red Hen</li> </ul>	<ul style="list-style-type: none"> <li>• Love from Australia</li> <li>• What the ladybird heard</li> <li>• Aaargh spider</li> <li>• The uglybug</li> <li>• Pig in the pond</li> <li>• Walking through the jungle</li> </ul>	<ul style="list-style-type: none"> <li>• Olivers vegetables</li> <li>• Jack and the beanstalk</li> <li>• Jaspers beanstalk</li> <li>• A stroll through the seasons</li> <li>• Hungry caterpillar</li> <li>• Enormous turnip</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs Armitage on Wheels</li> <li>• The train ride</li> <li>• Beegu</li> <li>• Mr Grumpys outing</li> <li>• You can't take an elephant on a bus</li> </ul>	<ul style="list-style-type: none"> <li>• Commotion in the ocean</li> <li>• Billy's Bucket</li> <li>• Tiddler</li> <li>• Lighthouse keepers lunch</li> <li>• Surprising sharks</li> </ul>

<u>Core songs and rhymes</u>	<ul style="list-style-type: none"> <li>• Head, shoulders , knees and toes</li> <li>• 1 finger, 1 thumb</li> <li>• There were 5 in the bed</li> <li>• This is my little house</li> <li>• Mothers washing</li> <li>• Can you walk on two legs</li> <li>• Tommy thumb</li> </ul>	<ul style="list-style-type: none"> <li>• When Goldilocks went to the house of the bears</li> <li>• Miss Polly had a dolly</li> <li>• Dingle dangle scarecrow</li> <li>• Oats and beans and barley grow</li> <li>• I went to visit a farm one day</li> <li>• As I was going up the hill to buttercup farm</li> <li>• 5 little peas in a pea pod pressed</li> </ul>	<ul style="list-style-type: none"> <li>• Baa baa black sheep</li> <li>• Down in the jungle</li> <li>• 5 little speckled frogs</li> <li>• 5 little monkeys</li> <li>• Farmers in his den</li> <li>• Incy wincy spider</li> <li>• Little Arrabella Miller</li> </ul>	<ul style="list-style-type: none"> <li>• Theres a tiny caterpillar</li> <li>• 1 pea in a pea pod pressed</li> <li>• We are going to plant a bean</li> <li>• Mary Mary quite contrary</li> </ul>	<ul style="list-style-type: none"> <li>• The wheels on the bus</li> <li>• 1,2,3,4,5 once I caught a fish</li> <li>• Five little men in a flying saucer</li> <li>• Down at the station</li> <li>• Row , row, row your boat</li> </ul>	<ul style="list-style-type: none"> <li>• The waves in the sea go up and down ( wheels on the bus)</li> <li>• Oh I do like to be beside the seaside</li> <li>• A sailor went to sea sea sea</li> <li>• When I was one I sucked my thumb</li> </ul>
<u>WOW moments</u>	Autumn Walks Nurse/ firefighter/ RSPCA visit Harvest – visit church Birthdays Favourite songs Forest School Rememberance day Guy Fawkes/ Bonfire night/ Christmas/ Nativity Diwali Hannukah Road safety Children in need Pantomime	Chinese new year inc food tasting Easter service at church Easter egg hunt Easter day Forest School Palnting seeds Mothers day Valentines day		Forest School Visit to farm Sports day Church – leavers service Beach day Fathers day Ramadan, Eid Seaside day/ pirate day Technology Joint days		

## Our Half Termly Themes – All about me

Composite skills and knowledge: In Reception, children will learn				Ticket to ride
Component elements - Knowledge/children will learn:	Links to DM and KS1 curriculum	Associated vocabulary:	How adults will help the children to know, remember and do more:	What will the children have learnt
They live in a family and families are different	PSED, UW PSHE	Family, mum, dad, brother, sister, grandma, grandad, different, same	Read 'all about me' themed stories including Stickman, Owl babies, funny bones, kippers birthday, 3 little pigs, Peepo, If I built a house. Share non fiction texts about homes in the past and around the world Talk about the children's families and relating this to how families are not all the same. Make simple maps showing where the children live. Use construction to create different environments comparing places around school (rural) with a big city. Sing songs and rhymes to help reinforce body parts including head, shoulders, knees and toes, 1 finger 1 thumb	By the end the children will; Be able to talk about their own families and say how their family is the same or different to others. They will be able to talk about what they do with their family, particularly knowing how they might celebrate special times. They will be able to name external body parts head, shoulders, arms, legs, feet, toes, neck, ears, eyes, nose, mouth and will know what is inside their body – blood, muscles, heart, bones.
The names for the parts of their bodies and senses	UTW Science	head, shoulders, arms, legs, feet, toes, neck, ears, eyes, nose, mouth, sight, taste, touch, smell, hearing	Look at photographs to see how the children have changed, and	They will be able to name things they can do to keep healthy including exercising, eating healthily, brushing teeth, sensible screen time, and sleeping.
People change as they get older	UTW Science	Baby, toddler, child, adult, older adult, change, different, same		
Where they live and that people live in different environments	UTW Geog	Home, house, cottage, flat, caravan, town, city, country, map		
There are songs and rhymes relating to houses and homes	EAD MUSIC			

That houses/ homes are different around the world.	UTW Geog	Different, same	compare that to changes a human goes through i.e baby, toddler, child, adult, old person. Look at photographs of where people live and compare their homes with photos/ films of different homes around the world. Provide role play focussed on home life/ birthdays Give opportunities and find out how special events such as birthdays are celebrated Look at photographs or real artefacts about how objects have changed overtime in our homes	They will recognise they used to be babies and will be able to sequence changes. They will be able to talk about their houses/ homes and will be able to say some things that are different between their homes and homes around the world. They will also recognise that in the past peoples homes were different and will be able to match old and new. They will be able to say which animals make good pets They will be able to retell the core texts and innovate stories They will be able to name different materials and talk about their properties They will be able to create representations of their own worlds and will be able to assemble objects. They will use different materials to make representations of themselves
People live in different types of houses	UTW Geog	Home, house, cottage, flat, caravan, town, city, country		
People celebrate special events like birthdays in different ways	UTW RE	Birthday, party, celebrate, family, friends		
Some people have pets at home	UTW Science	Pet, dog, cat, fish, guinea pig,		
That things have changed in our homes over time	UTW History	Old, new, same, different		
To retell familiar stories	C & L Literacy			
What we have to do to stay healthy	PSED	Healthy, unhealthy, sleep, diet, fruit, vegetables	Provide opportunities to explore their senses Enable opportunities to be creative with different body parts - handprints, finger prints, foot prints	
That we can find out information about other countries or the past from non fiction books	C & L literacy	Country, world, past, now Non fiction, information	Invite visitors into school to talk about aspects related to theme e.g. doctor/ nurse, vet Create models of houses using a range of different materials	
That there are different materials and they have different properties	EAD Science	Wood, brick, straw, strong, weak,	Provide opportunities to investigate different materials	
How to join two materials together	EAD Art			

That they look different to other people and are unique	PSED		Provide opportunities for creating portraits using paint and collage	
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Core Texts	Core Rhymes/ songs
<ul style="list-style-type: none"> <li>• Stickman</li> <li>• Owl babies</li> <li>• Funny bones</li> <li>• Kipper's birthday</li> <li>• 3 little pigs</li> <li>• Peepo</li> <li>• If I built a house</li> </ul>	<ul style="list-style-type: none"> <li>• Head, shoulders, knees and toes</li> <li>• 1 finger, 1 thumb</li> <li>• 5 in the bed</li> <li>• This is my little house</li> <li>• Mothers washing</li> <li>• Can you walk on two legs?</li> <li>• Tommy thumb</li> </ul>

## Our Half Termly Themes – Terrific tales

Composite skills and knowledge: In Reception, children will learn				Ticket to ride
Component elements - Knowledge/children will learn:	Links to DM and KS1 curriculum	Associated vocabulary:	How adults will help the children to know, remember and do more:	What will the children have learnt
To retell well known stories	C & L English	Tale, character, setting, traditional, story, once upon a time	Read/ tell a range of traditional and well-known stories e.g. Goldilocks, little red hen, Gruffalo, jolly postman, and Handas surprise. Sing the core themed songs Give opportunities for children to act out stories Set up themed role plays – Goldilocks cottage, Bakery, Post office Talk about how we should keep ourselves safe e.g. stranger awareness Model how to travel safely in the local environment – holding hands, walking on path, walking across road Give lots of opportunities to explore, investigate and compare the properties of objects through play and cooking e.g. melting chocolate, feely boxes, playdough	Children will be able to: tell and act out familiar stories and songs/ rhymes Act out different roles they have seen in the wider world through role play. They will know how to be safe and that they should only talk/ go with a trusted adult. They will be able to identify how things are different and use a wide range of vocabulary to explain the properties of objects They will be able to identify that many traditional tales take place in a similar setting and will be able to talk about how settings could be different They will be able to name fruits and vegetables and will know where they grow
A tale is a story which has been told over and over	C & L English	Tale, story, old		
How to keep ourselves safe	PSED PSHE	Stranger, safe, trusted adult, rules		
That things can be different sizes	Mathematics Maths	Big, tiny, medium small, large,		
That things have different properties and we can compare objects using our senses such as hot, cold, hard, soft	C & L science	Hot, cold, hard, soft, smooth, lumpy,		
There are different environments/ places such as different story settings and different countries	UW Geog	Wood, forest, setting, Africa, England		
Fruit and vegetables are good foods to keep us healthy	PSED	Fruit, vegetables, healthy, unhealthy		

The names of fruit and vegetables		potato, carrot, parsnip, peas, tomato, apple, orange, banana, mango, pineapple, guava, sweet, avocado, soft, ripe, pineapple, spiky, passion fruit, tangerine	<p>Provide opportunities to talk about and compare different story settings making links to other stories they know.</p> <p>Find out about Kenya by looking at films, photographs and books, looking at things which are different and things that are the same</p> <p>Show the children different fruits and vegetables, investigate how they are grown, what they look like inside and out, sort</p> <p>Invite visitors in to talk about the jobs they do (watch early vision films)</p>	<p>They will be able to identify what a healthy diet</p> <p>They will be able to follow a recipe to make bread., soup, porridge.</p> <p>They will be able to use different tools safely</p> <p>They will be able to identify and name different jobs people do, relating this to people they know</p> <p>They will know much of our food comes from a farm</p>
A recipe tells us how to bake or cook something	Literacy Science	Recipe, ingredients, method, equipment, mix, knead, bake, whisk	<p>Arrange to visit a ploughing event and find out about what farms do</p> <p>Give opportunities to cook different foods including porridge, bread, soup, fruit salad .</p>	
A farm produces our food	KUW	Farm, food, meat, crops, milk		
That people have different jobs	UW	Job, postman, doctor, nurse, teacher,		
Harvest is a Christian celebration and know how it is celebrated in the church.	RE	Harvest, thank you, food, farmer		
There are songs and rhymes about stories	EAD Music			
Living in Africa is very different to living in the UK and there are different foods, animals, weather and homes	UW - people culture and communities KS1 Geog	Africa, Kenya, England, UK, food, tiger, lion, elephant, giraffe		

Core Texts	Core Rhymes/ songs
<ul style="list-style-type: none"> <li>• Goldilocks and the three bears</li> <li>• Gruffalo</li> <li>• Handa surprise</li> <li>• Jolly Postman</li> <li>• Little Red Hen</li> </ul>	<ul style="list-style-type: none"> <li>• When Goldilocks went to the house of the bears</li> <li>• Miss Polly had a dolly</li> <li>• Dingle dangle scarecrow</li> <li>• Oats and beans and barley grow</li> <li>• I went to visit a farm one day</li> <li>• As I was going up the hill to buttercup farm</li> <li>• 5 little peas in a pea pod pressed</li> </ul>

## Our Half Termly Themes – Amazing Animals

Composite skills and knowledge: In Reception, children will learn				Ticket to ride
Component elements - Knowledge/children will learn:	Links to DM and KS1 curriculum	Associated vocabulary:	How adults will help the children to know, remember and do more:	What will the children have learnt
Animals can be put into groups including insects, farm animals, wild animals, pets	UW Science	Insect, farm animal, wild animal, pet, group	<p>Read animal themed stories and explore how the animals are similar or different</p> <p>Add specific animals to small world continuous provision to focus understanding on habitat and groups.</p> <p>Using information books enable the children to research about different animal groups and create fact files.</p> <p>Using photographic stimulus, facilitate children making representations of the animals they see by painting, drawing and making models.</p> <p>Provide a role play vets/ safari train/ minibeast lab and develop associated vocabulary and roles.</p> <p>Give opportunities to investigate the local area, to find what types of minibeasts can be found and create minibeast homes.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Identify that animals belong to different groupings. They will be able to name the groups - farm, wild, pets, insects(minibeasts)</li> <li>- name the jungle animals - snake, tiger, elephant, lion, monkey, crocodile</li> <li>- know that insects have six legs and be able to sort animals into insect/ not insects</li> <li>- retell stories with repeating patterns and invent new stories</li> <li>- that you can represent places on a simple map</li> </ul> <p>They will be able to follow directions and write instructions linked to a route</p> <p>They will be able to talk about how Australia is the same or different to the UK and name</p>
The names of animals that live in a jungle	UW Geog/ science	Snake, tiger, lion, elephant, giraffe		
All insects have 6 legs	UW Science	insect		
That there are different ways to move	PD	Fly, crawl, walk, run, swim		
To retell and sequence stories	C & L	Beginning, first, next, after, end		
That a map shows you where places are and can show you a route to follow	UW Geog	Start, finish, left, right, along, next to		
That instructions tell you what to do	C & L, computing	Forward, past, after, next, turn right, turn left		
Living in Australia is very different to living in the UK and there are different foods, animals, weather and homes	UW Geog	Australia, food, school, weather, houses, home		

Animals are found in different habitats.	UW science	Animal, habitat, woodland, ocean, land, forest	Find Australia and England on a map Find out about Australia, using pictures, films and books, identifying things which are similar and things which are different. Create maps of familiar places and write and follow instructions around the maps Create obstacle courses and through PE encourage children to move in different ways - walking through the jungle, creeping through the jungle etc Provide small world creatures for grouping, sorting and pattern making. Talk about how people are similar and different, identifying it is ok to be different	some common Australian animals They will identify ways in which they are unique and know it is ok to be different
That everybody is unique and different	PSED PSHE	unique, different, same		
There are songs and rhymes relating to animals	EAD Music			
Know they can use different materials to create a representation of an animal	PD,EAD	Materials,		

Core Texts	Core Rhymes/ songs
<ul style="list-style-type: none"> <li>• Love from Australia</li> <li>• What the ladybird heard</li> <li>• Aaargh spider</li> <li>• The ugly bug</li> <li>• Pig in the pond</li> <li>• Walking through the jungle</li> </ul>	<ul style="list-style-type: none"> <li>• Baa baa black sheep</li> <li>• Down in the jungle</li> <li>• 5 little speckled frogs</li> <li>• 5 little monkeys</li> <li>• Farmers in his den</li> <li>• Incy wincy spider</li> <li>• Little Arrabella Miller</li> </ul>

## Our Half Termly Themes – Come outside

Composite skills and knowledge: In Reception, children will learn				Ticket to ride
Component elements - Knowledge/Children will learn	Links to DM and KS1 curriculum	Associated vocabulary:	How adults will help the children to know, remember and do more:	What will the children have learnt
Plants need water, light and heat to grow	UTW Science	water, heat, light, sun, plant, grow	Read outside themed stories – Jaspers beanstalk, jack and the beanstalk, farmer duck Plant different seeds and investigate what happens if they are put in different locations Keep a diary to observe plant growth over time Investigate what plants/ trees grow around school Give opportunities to look at different plants/ flowers in art. Recreate this artwork. Plant some vegetable/ fruit seeds	Children will know that a plant grows from a seed. They will know seeds need light, water and warmth to grow They will recognise changes over time They will name trees and plants which grow around school and at home They will be able to name famous painting where plants are used as a stimulus e.g. van Gogh sunflowers, water lily Monet Hibiscus – Warhol, pear Giuseppe Arcimboldo
The names of trees and flowers that they will see around school	UTW Science	Localised names	Sort foods into ones which are grown in England and those that are grown in other countries Locate countries on a map showing where some of our food comes from.	They will know food comes from plants, and that some food is grown underground and some on trees or plants
They can make representations of flowers and plants using different media	EAD Art	Flower, petal, stalk, colour	Sort food into healthy / not healthy – make healthy snacks – fruit kebabs	They will know some of our food comes from other countries
A plant grows from a seed	UTW Science	Seed, plant,		
Some of our food comes from a plant	UTW Science	Food, plant, seed, fruit, plant, tree, underground		
Know some food is healthy and some food is not.	UTW, PSED Science	Healthy, unhealthy, sugar, fat vitamins		
That there have been changes in farming	UTW history	Farm, tractor, plough, horse		
There are songs and rhymes about the outdoors	EAD Music			

			<p>using films, photos, stories find out about farming and particularly crops</p> <p>Provide pictures showing farming over time – how are things the same/ different</p> <p>use fruit / vegetables as printing tools</p> <p>Learn and sing songs and rhymes that are theme related</p>	<p>They will be able to find England on a map and name some other countries</p> <p>They will know some food is healthy and some food is not and explain why</p> <p>They will be able to compare farming over time and say what has changed</p>
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Core Texts	Core Rhymes/ songs
<ul style="list-style-type: none"> <li>• Oliver's vegetables</li> <li>• Jack and the beanstalk</li> <li>• Jaspers beanstalk</li> <li>• A stroll through the seasons</li> <li>• Hungry caterpillar</li> <li>• Enormous turnip</li> </ul>	<ul style="list-style-type: none"> <li>• There's a tiny caterpillar</li> <li>• 1 pea in a pea pod pressed</li> <li>• We are going to plant a bean</li> <li>• Mary Mary quite contrary</li> <li>•</li> </ul>

## Our Half Termly Themes – Ticket to ride

Composite skills and knowledge: In Reception, children will learn				Ticket to ride
Component elements - Knowledge/Children will learn that:	Links to DM and KS1 curriculum	Associated vocabulary:	How adults will help the children to know, remember and do more:	What will the children have learnt
There are different types of transport	UTW C and L	car, lorry, bike, moped, train, underground, aeroplane, helicopter, boat, ferry,	Read transport themed stories and embed learning and new vocabulary including Mrs Armitage on wheels, Beegu, The train ride, Mr Grumpy's outing Share non-fiction and fiction texts showing how transport has changed over time and is different in different places	By the end the children will be able to name different transport used both in the United Kingdom and in other countries. They will be able to identify how places are different and similar and say why different transport is used in particular places.
Transport has changed over time	UTW hist	Old, new, different, same,	Talk about and compare 2, then 3 photos of transport, showing how it has evolved over time.	They will be able to recognise that transport has changed over time and will be able to compare and sort old and new, being able to talk about how they know things are old or new.
We live on Earth but there are other planets and moons beyond our Earth	UW – Science	Moon, sun, earth, stars, rocket, alien	Provide transport themed small world play to build environments including cars, trains, tractors.	They will listen to themed stories and use these to stimulate their own writing, innovating and inventing new stories.
We can travel to different countries that are different to where we live e.g. weather, food, clothes, homes	UTW Geog	Weather, food, similar, same, different, houses	Look at real life video clips of different places around the world use large scale construction to build different transports and take on roles and retell stories within this.	They will be able to name and talk about famous people who are famous for events
Transport is different in different places	UW Geog	Old, new, fast, slow, city, town, village	Look at places on a map- identify where we live and find places we have travelled to -	
That there are significant people who have travelled to space	UW history	Neil Armstrong, astronaut, space, travel, rocket,		
That some events happened before they were born e.g. first man on the moon	UW history	Long ago, now, before, after		

There are songs and rhymes related to transport	EAD Music		discuss how these places are similar or different. Provide role play train/ plane and develop different character roles and themed vocabulary Focus on the shapes seen within transport and investigate why wheels are round? Using picture stimulus create models / painting of different modes of transport Explain to children and model how to travel safely in the local environment including walking on path, holding hands, crossing the road when walking Children will draw simple maps of the school area.	which happened before they were born. They will use the transport theme as a stimulus for role play both indoors and in the outdoor environment They will make representations of transport by modelling, painting and drawing
Where our school is located and what the environment is like surrounding our school	UW Geog	village, town, city, country, England, United Kingdom, rural,		
There are ways to keep safe near a road	PSED	Road safety, safe,		

Core Texts	Core Rhymes/ songs
<ul style="list-style-type: none"> <li>• Mrs Armitage on Wheels</li> <li>• The train ride</li> <li>• Beegu</li> <li>• Mr Grumpys outing</li> </ul>	<ul style="list-style-type: none"> <li>• The wheels on the bus</li> <li>• Five little men in a flying saucer</li> <li>• Down at the station</li> <li>• Row, row, row your boat</li> </ul>

## Our Half Termly Themes – Fun at the Seaside

Composite skills and knowledge: In Reception, children will learn				Fun at the Seaside
Component elements - Knowledge/children will learn that:	Links to DM and KS1 curriculum	Associated vocabulary:	How adults will help the children to know, remember and do more:	What will the children have learnt
There are many different creatures that live in the sea	UW science	Ocean, sea, creatures, octopus, fish, shark,	Read a range of seaside themed stories and embed learning and new vocabulary including Billy's Bucket, Commotion in the ocean, light house keepers lunch, Tiddler Share non-fiction texts and provide resources to make own books e.g. Surprising sharks, under the sea, atlases	By the end the children will be able to identify things that are different and the same about holidays in the past. They will be able to talk about what a trip to the seaside is like in the UK and will be able to compare this to visiting a different country e.g. Africa.
The weather affects what we do and how we behave	UW science	Weather, summer, winter, spring, Autumn, rain, sun, wind, snow,	Provide small world sea creatures and develop understanding of different habitats	They will listen and comment to stories and be able to invent new stories
Maps show us where places are in the world	UW Geog	Map, atlas, Longlane, England, Africa, sea, land	Look at and talk about photos now and in the past showing seaside holidays, identifying similarities and differences	They will use nonfiction books to further their understanding of the wider world beyond their experiences
Seaside holidays are different now than in the past	UW history	Seaside, Victorian, bathing hut, beach, promenade	Look at real life video clips	They will make representations of animals and other objects by painting, drawing and modelling
Living in Africa is very different to living in the UK and there are different foods, animals, weather and homes	UW Geog, science	Africa, England, UK, food, tiger, lion, elephant, giraffe	Provide role play focussed on the theme - seaside shop, ice cream shop, large construction/ boat/ plane to travel on and through this embed learning and technology through play	
There are traditional things about a seaside holiday in the UK	UW history	Punch and judy, sea, paddle, swim,		

There are songs and rhymes we can sing related to the seaside	Expressive arts and design		<p>Watch clips of punch and judy</p> <p>Provide clothes to sort according to seasons, and facilitate for dressing up in role play</p> <p>Keep a daily weather chart and recognise the patterns of weather</p> <p>Write postcards from a seaside holiday</p> <p>Find Longlane, UK and Africa on a map/ globe and talk about other places the children have visited</p> <p>Learn and sing our core rhymes and songs</p>	<p>They will engage in role play developing their vocabulary around holidays, transport and different countries</p> <p>They will be able to talk about what they would do at the seaside now, and what may have been different in the past</p> <p>They will be able to join in with seaside themed songs and rhymes</p>
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Core Texts	Core Rhymes/ songs
<ul style="list-style-type: none"> <li>• Commotion in the ocean</li> <li>• Billy's Bucket</li> <li>• Tiddler</li> <li>• Lighthouse keepers lunch</li> <li>• Surprising sharks</li> </ul>	<ul style="list-style-type: none"> <li>• 1,2,3,4,5 once I caught a fish</li> <li>• The waves in the sea go up and down ( wheels on the bus)</li> <li>• Of I do like to be beside the seaside</li> <li>• A sailor went to sea sea sea</li> <li>• When I was one I sucked my thumb</li> </ul>

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<u>All about me</u>	<u>Terrific Tales</u>	<u>Amazing animals</u>	<u>Come outside</u>	<u>Ticket to ride</u>	<u>Fun at the seaside</u>
<b>British Values</b>	<b>Mutual respect:</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.					
Along with the Schools Christian values, we educate children about the British values on an ongoing basis, including as part of collective worship and PSHE	<b>Mutual Tolerance:</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith					
	<b>Rule of law:</b> 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.					
	<b>Individual liberty:</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different					
	<b>Democracy:</b> 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.					
<u>Assessment Opportunities</u>	<ul style="list-style-type: none"> <li>• Analyse nursery/ preschool assessments</li> <li>• National Baseline data</li> <li>• In house baseline data and analysis on entry</li> <li>• Ongoing assessments</li> <li>• Phonics interventions</li> <li>• Parents evening information</li> <li>• Acorn Federation moderation</li> <li>• DDat moderation</li> <li>• Phonics assessment half termly trackers</li> <li>• End of term assessments</li> <li>• Pupil Progress meeting</li> </ul>	ON going assessments Phonics intervention Parents evening information Acorn Federation moderation DDat moderation Phonics Assessment half termly tracker End of term assessments Pupil Progress meeting		ON going assessments Phonics intervention Reports to parents Acorn Federation moderation DDat moderation Phonics Assessment half termly trackers End of year assessments End of year data Pupil Progress meeting		
<u>Parental Involvement</u>	Daily Contact Pre-Term – New Reception meeting Parents evening Phonics information session Weekly Celebrations assembly Harvest and Christmas services Proud clouds FOLL events Home/ school agreement? Subject specific workshops Home reading/ phonics	Daily Contact Parents evening Weekly Celebrations assembly Easter service World Book Day Mother's Day service? Proud clouds FOLL events Home/ school agreement? Subject specific workshops Home reading/ phonics		Daily Contact End of Year reports Weekly Celebrations assembly Home/ school agreement? Father's Day Subject specific workshops Home reading/ phonics Proud clouds		

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
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<p>We recognise and value the development of children's spoken language as the tool which underpins all seven areas of learning and development. We provide a language-rich environment where talk is both encouraged and modelled in order that the children's early language skills are built upon effectively, this is done by commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added.</p> <p>The children are read to frequently throughout the day and they become actively engaged in stories, non-fiction texts, rhymes and poems/</p> <p>Through conversation, story-telling and role play, children share their ideas with support and modelling from their teacher, and sensitive questioning which invites them to elaborate and become comfortable using a rich range of vocabulary and language structures</p>						
<b>Communication and Language</b>	<p><b>Welcome to EYFS</b></p> <ul style="list-style-type: none"> <li>• Settling in activities</li> <li>• Making friends</li> <li>• Children talking about experiences that are familiar to them</li> <li>• What are your passions / goals / dreams?</li> <li>• This is me! – talking about own self, families, pets, holiday etc.</li> <li>• Rhyming and alliteration</li> <li>• Shared stories</li> <li>• Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</li> </ul>	<p><b>Tell me a story!</b></p> <ul style="list-style-type: none"> <li>• Settling in activities</li> <li>• Develop vocabulary</li> <li>• Discovering Passions</li> <li>• Tell me a story - retelling stories</li> <li>• Story language</li> <li>• Word hunts</li> <li>• Listening and responding to stories</li> <li>• Following instructions</li> <li>• Taking part in discussions</li> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Use new vocabulary through the day.</li> <li>• Choose books that will develop their vocabulary.</li> </ul>	<p><b>Tell me why!</b></p> <ul style="list-style-type: none"> <li>• Using language well</li> <li>• Ask's how and why questions...</li> <li>• Discovering Passions</li> <li>• Retell a story with story language</li> <li>• Story invention – talk it!</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Describe events in some detail.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Learn rhymes, poems and songs.</li> </ul>	<p><b>Talk it through!</b></p> <ul style="list-style-type: none"> <li>• Describe events in detail – time connectives</li> <li>• Discovering Passions</li> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Use picture cue cards to talk about an object: "What colour is it? Where would you find it?</li> <li>• Sustained focus when listening to a story</li> </ul>	<p><b>What happened?</b></p> <p>Discovering Passions</p> <p>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p><b>Time to share!</b></p> <ul style="list-style-type: none"> <li>• Show and tell</li> <li>• Weekend news</li> <li>• Discovering Passions</li> <li>• read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</li> <li>• Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</li> </ul>
<p>As a whole EYFS focus, Communication and language is developed throughout the year through high quality interactions, daily group discussions , sharing circles, PSHE, sharing stories, singing, speech and language interventions, vocabulary , oracy, assemblies, interventions and Pie Corbett T4W actions</p>						

## Personal, social and emotional development

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>																	
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	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, 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 <b>children can achieve at school and in later life</b>.</p> <ul style="list-style-type: none"> <li>The Acorn Federation follows the Derbyshire Development Matters PSHE scheme on a two-year rolling scheme in line with the themes being covered in Years 1 and 2 and themes in Reception are chosen from Being Healthy, Exploring Emotions, Being Responsible, Drug Education, Changes, Money Matters, Relationships, Difference and diversity, Bullying Matters, Growing Up, Being Me and Being Safe.</li> </ul>																						
	<table border="1"> <thead> <tr> <th>Being Healthy Drug Education</th> <th>Relationships Growing Up</th> <th>Exploring Emotions Changes</th> <th>Difference and Diversity Being Me</th> <th>Being Responsible Money Matters</th> <th>Bullying Matters Being Safe</th> </tr> </thead> <tbody> <tr> <td>           New Beginnings            See themselves as a valuable individual.            Being me in my world            Class Rule Rules and Routines            Supporting children to build relationships            Dreams and Goals         </td><td>           Getting on and falling out.            How to deal with anger            Emotions            Self - Confidence            Build constructive and respectful relationships.            Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.         </td><td>           Good to be me Feelings            Learning about qualities and differences            Celebrating differences            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         </td><td>           Relationships            What makes a good friend?            Healthy me            Random acts of Kindness            Give children strategies for staying calm in the face of frustration.            Talk them through why we take turns, wait politely, tidy up after ourselves and so on         </td><td>           Looking after others            Friendships            Dreams and Goals            Show resilience and perseverance in the face of challenge.            Discuss why we take turns, wait politely, tidy up after ourselves and so on.         </td><td>           Taking part in sports day - Winning and losing            Changing me            Look how far I've come!            Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.         </td></tr> <tr> <td colspan="2">           Managing Self              Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.         </td><td colspan="4"> <ul style="list-style-type: none"> <li>✓ Controlling own feelings and behaviour</li> <li>✓ Applying personalised strategies to return to a state of calm</li> <li>✓ Being able to curb impulsive behaviours</li> <li>✓ Being able to concentrate on a task</li> <li>✓ Being able to ignore distractions</li> <li>✓ Planning</li> <li>✓ Thinking before acting</li> <li>✓ Delaying gratification</li> <li>✓ Persisting in the face of difficulty.</li> </ul> </td></tr> </tbody> </table>	Being Healthy Drug Education	Relationships Growing Up	Exploring Emotions Changes	Difference and Diversity Being Me	Being Responsible Money Matters	Bullying Matters Being Safe	New Beginnings See themselves as a valuable individual. 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<b>Physical Development</b>		<p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b>.</p> <p>Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. 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 <b>proficiency, control and confidence</b>.</p> <p>In addition to the activities highlighted the children also experience a wide range of Physical development activities through their structured PE lessons which meet and exceed the requirements of the Early Years curriculum. They benefit from a structured programme, alongside their peers in year 1 and 2, through which the children are supported to develop core strength, stability, balance, spatial awareness, coordination and agility.</p>					
	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Threading, cutting, weaving, playdough</li> <li>• Fine motor activities</li> <li>• Dough Disco</li> <li>• Manipulate objects with good fine motor skills</li> <li>• Draw lines and circles using gross motor movements</li> <li>• Hold pencil/paint brush beyond whole hand grasp</li> <li>• Pencil Grip</li> </ul> <ul style="list-style-type: none"> <li>• Threading, cutting, weaving, playdough,</li> <li>• Fine Motor activities.</li> <li>• Dough Disco</li> <li>• Develop muscle tone to put pencil pressure on paper</li> <li>• Use tools to effect changes to materials</li> <li>• Show preference for dominant hand</li> <li>• Engage children in structured activities: guide them in what to draw, write or copy.</li> <li>• Teach and model correct letter formation.</li> </ul>	<ul style="list-style-type: none"> <li>• Threading, cutting, weaving, playdough</li> <li>• Fine Motor activities.</li> <li>• Begin to form letters correctly</li> <li>• Handle tools, objects, construction and malleable materials with increasing control</li> <li>• Encourage children to draw freely.</li> <li>• Holding Small Items / Button Clothing</li> <li>• Cutting with Scissors</li> </ul>	<ul style="list-style-type: none"> <li>• Threading, cutting, weaving, playdough</li> <li>• Fine Motor activities.</li> <li>• Hold pencil effectively with comfortable grip</li> <li>• Forms recognisable letters most correctly formed</li> </ul>	<ul style="list-style-type: none"> <li>• Threading, cutting, weaving, playdough</li> <li>• Fine Motor activities.</li> <li>• Develop pencil grip and letter formation continually</li> <li>• Use one hand consistently for fine motor tasks</li> <li>• Cut along a straight line with scissors</li> <li>• Start to cut along a curved line, like a circle</li> <li>• Draw a cross</li> </ul>	<ul style="list-style-type: none"> <li>• Threading, cutting, weaving, playdough</li> <li>• Fine Motor activities.</li> <li>• Form letters correctly</li> <li>• Copy a square</li> <li>• Begin to draw diagonal lines, like in a triangle</li> <li>• Start to colour inside the lines of a picture</li> <li>• Start to draw pictures that are recognisable /</li> <li>• Build things with smaller linking blocks, such as Duplo or Lego</li> </ul>		
	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Cooperation games i.e. parachute games.</li> <li>• Climbing – outdoor equipment</li> <li>• Different ways of moving to be explored with children</li> </ul>	<ul style="list-style-type: none"> <li>• Ball skills- throwing and catching.</li> <li>• Crates play- climbing.</li> <li>• Skipping ropes in outside area</li> <li>• dance related activities</li> <li>• Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</li> <li>• Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts</li> </ul>	<ul style="list-style-type: none"> <li>• Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking</li> <li>• Dance / moving to music</li> </ul>	<ul style="list-style-type: none"> <li>• Balance- children moving with confidence</li> <li>• Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</li> <li>• Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• Obstacle activities children moving over, under, through and around equipment</li> <li>• Encourage children to be highly active and get out of breath several times every day.</li> <li>• Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</li> </ul>	<ul style="list-style-type: none"> <li>• Races / team games involving gross motor movements</li> <li>• Balance</li> </ul>	

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<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes</p>						
<b>Maths</b>	<p><b>Match sort and compare</b> Match objects Match objects and pictures Identify sets Sort objects and create sorting rules Compare amounts</p> <p><b>Measure and pattern</b> Compare size, mass and capacity Explore simple patterns Copy and create patterns</p>	<p><b>Number 1-5</b> Find 1,2,3,4,5 Subitise 1-5 Represent numbers Find 1 more Find 1 less Composition of number</p> <p><b>Shape</b> Circle and triangles 4 sided shapes position</p> <p><b>Measures</b> Day and night</p>	<p><b>Alive in 5</b> Find 0-5 Subitise 0-5 Find 1 more, 1 less Composition of numbers 1-5 Conceptual subitising</p> <p><b>Mass and Capacity</b> Compare mass Explore balance Explore capacity Compare capacity</p> <p><b>Growing 6,7,8</b> Represent 6,7,8 Find 1 more/ 1 less Composition of 6,7,8 Odd and even pairs Doubles to 8 Combining groups</p>	<p><b>Length, Height, Time</b> Explore and compare length Explore and compare height Talk about time Order and sequence time</p> <p><b>Building 9-10</b> Compare, represent and subitise 9-10 Composition of number 1 more/ 1 less Number bonds to 10 ( 2 then 3 parts) Doubles to 10 Odd and even</p> <p><b>Explore 3d shape</b> 2d shape 3d shape Complex patterns Copy and continue pattern Patterns in the environment</p>	<p><b>To 20 and beyond</b> Build numbers to 20 Continue patterns beyond 10 Verbal counting beyond 20 Verbal counting patterns</p> <p><b>How many now</b> Adding more Taking away</p> <p><b>Manipulate, compose and decompose</b> Shapes for a purpose Compose and decompose shapes Copy 2d shape pictures</p>	<p><b>Sharing and grouping</b> Explore sharing Explore grouping Playing and building doubles</p> <p><b>Visualise, build and make</b> Repeating patterns Pattern rules Visualising Describing position Mapping</p> <p><b>Make connections</b> Pattern and relationships</p>

## Understanding the world

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<u>All about me</u>	<u>Terrific Tales</u>	<u>Amazing animals</u>	<u>Come outside</u>	<u>Ticket to ride</u>	<u>Fun at the seaside</u>
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, nonfiction, 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						
To teach Religious Education in Reception, we use the Derbyshire RE Syllabus, which incorporates Understanding Christianity. In EYFS, children are engaged in learning, using stories, drama, art and music, using teacher-led activities and ideas for continuous provision. Children are introduced to Tessa and Tom, two imaginary Christian characters who enable you to talk about things Christian children learn or do. They provide a context for pupils' learning which is easier to handle than talking abstractly about people of faith and belief. Through the Derbyshire Syllabus, children in EYFS encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.						
	Key question 1: Being Special: where do we belong?  Diwali	Key question 2: Why do Christians perform nativity plays at Christmas? Christmas	Key question 3: Why is the word God so important to Christians?  Chinese New Year	Key question 4: Why do Christians put a cross in an Easter garden?  Lent and Easter	Key question 5: What places are special and why?  Be aware of the local Environments – features of local environment. Maps of local area. Comparing places on Google Earth – how are they similar/different? Introduce children to significant figures in history understand that some events happened before they were born. differentiate between land and water? Visit places of worship and places of local importance to the community.	Key question 6: What times/ stories are special and why?  Compare places now and in the past Relate their own experiences to others To be aware of a different type of environment Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
	Talk about themselves and how they fit into a family Draw similarities and make comparisons between other families. Read fictional stories about families and start to tell the difference between real and fiction. Navigate around the classroom and outdoor areas.. Share their experiences of celebrations. Be aware of the changing seasons Begin to develop an awareness of time - Long ago –begin to think about how things have changed.	Can talk about what they have done with their families during Christmases in the past. Use world maps to show children where some stories are based. To know what a map is and why maps are needed. Share different cultures versions of famous fairy tales. 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. Stranger danger Talking about occupations and how to identify strangers that can help them when they are in need.  To develop awareness of the changing seasons	Listening to stories and placing events in chronological order. Make sense of different environments and habitats. 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. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. To observe closely the natural world, including animals and plants. develop awareness of the changing seasons	Develop awareness of the changing seasons Introduce the children to 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. Observe and comment on the weather, culture, clothing, housing. Notice Change in living things – changes in the leaves, weather, seasons Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. 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.		

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
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	<u>All about me</u>	<u>Terrific Tales</u>	<u>Amazing animals</u>	<u>Come outside</u>	<u>Ticket to ride</u>	<u>Fun at the seaside</u>
<b>Literacy</b>						
	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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 <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
<b>Writing</b>	<p>Make marks Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. . Labels and captions Recount – Character descriptions. Write 2 sentences</p>	<p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character descriptions Write three sentences – B, M &amp; E.</p>

<h2 style="color: blue; text-align: center;">Comprehension</h2>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print. Having a favourite story/rhyme.</p> <p>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</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities.</p> <p>Engage in extended conversations about stories, learning</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. 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. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character –</p> <ul style="list-style-type: none"> <li>Encourage children to record stories through picture drawing/mark making</li> <li>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.</li> <li>Make the books available for children to share at school and at home.</li> </ul>	<p>Information</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead.</p> <p>Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
<h2 style="color: blue; text-align: center;">Reading</h2>	<p>Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily. This will make sound-blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter–sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p> <p>Children should not be required to use other strategies to work out words.</p>	<p>Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'</p>	<p>Non-fiction texts, Internal <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<u>All about me</u>	<u>Terrific Tales</u>	<u>Amazing animals</u>	<u>Come outside</u>	<u>Ticket to ride</u>	<u>Fun at the seaside</u>
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.						
Expressive Arts and Design	<p>Join in with songs, join in with role play games and use resources available for props.</p> <p>Build models using construction equipment.</p> <p>Begin to mix colours.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Explore sounds and how they can be changed;</p> <p>Tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Use different textures and materials</p> <p>Listen to music and make their own dances in response</p> <p>Use of story maps, props, puppets and story bags will encourage children to retell, invent and adapt stories.</p> <p>Role-play</p>	<p>Printing</p> <p>3d model construction</p> <p>Children encouraged to select the tools and techniques they need to assemble materials that they are using</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make different textures; make patterns using different colours.</p> <p>Explore Collage</p> <p>Explore different drawing media- Pastels printing,</p> <p>. Provide a wide range of props for play which encourage imagination.</p>	<p>Learn traditional songs from other countries</p> <p>Encourage children to create their own music.</p> <p>Junk modelling, Retelling familiar stories.</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Puppet shows: provide a wide range of props for play which encourage imagination.</p> <p>collage, shading by adding black or white, colour mixing</p>

## All Aboard Phonics

- All Aboard Phonics is a systematic synthetic phonics (SSP) programme, designed to make teaching children to read easy and fun. It combines entertaining graphics, games and books for the children with all the resources a teacher needs to deliver successful phonics instruction. It also incorporates a sophisticated intervention process for boosting the progress of any children showing signs of being at risk of falling behind.
- In All Aboard Phonics, all the main phonemes of the English language are taught and each phoneme is introduced with a character called a pictophone. This is a memorable, visual prompt to support phonemic awareness. For example, the Toad About to Explode represents the /t/ phoneme and the Oon on the Moon represents the long /oo/ phoneme.
- All Aboard phonics provides fully decodable texts, which are tailored to the progression of lessons at school, providing an extra opportunity for children to consolidate their new knowledge.
- In Reception there are three phases (*see appendix 1*):
  - Phase 2: The purpose of this phase is to teach at least 19 graphemes, and move children on from oral blending and segmentation to blending and segmenting with written letters
  - Phase 3 The purpose of phase 3 is to teach another 25 graphemes, most of them containing two letters (e.g. <oa>). Children also continue to practise CVC blending and segmentation. They will learn letter names, learn to read and spell more tricky words.
  - Phase 4: The purpose of Phase 4 is to introduce reading and spelling words containing adjacent consonants and polysyllabic words. Phase 4 consolidates learning from Phase 2 and 3. Children entering this phase are expected to be able to represent each of the phonemes by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling.

## Reception Early Learning Goals

These are our Reception destinations (Early Learning Goals) based on the seven areas of learning and development:

**Reception**

Week of year	Phonic Phase	Week	Phonemes	Tricky Words	This Year – 2022/23	
					Term	Week
<b>Week 1</b>			Baseline Assessments			1
<b>Week 2</b>		1	s, a, t, p			2
<b>Week 3</b>		2	i, n, m, d			3
<b>Week 4</b>		3	g, o, c, k	the to and is		4
<b>Week 5</b>		4	ck, e, u, r			5
<b>Week 6</b>		5	h, b, f, l double consonants	I go no of		6
<b>Week 7</b>		6	Revision / Assessments			7
<b>Week 8</b>	Phase 2	1	j, v, w, x			1
<b>Week 9</b>		2	y, z qu	we me be		2
<b>Week 10</b>		3	sh, ch, th, ng	he she		3
<b>Week 11</b>		4	ai, ee, igh, oa	was my		4
<b>Week 12</b>		5	oo, ar, or	live		5
<b>Week 13</b>		6	ur, ow, oi	you		6
<b>Week 14</b>		7	ear, air, er	they		7
<b>Week 15</b>		8	Revision	are		8
<b>Week 16</b>		9	Revision	all		1
<b>Week 17</b>		10	Revision	what		2
<b>Week 18</b>		11	Revision			3
<b>Week 19</b>		12	Revision / Assessment			4
<b>Week 20</b>	Phase 3	1	CVCC	said so		5
<b>Week 21</b>		2	CCVC	have		6
<b>Week 22</b>		3	Revising two syllable words			1
<b>Week 23</b>		4	Revision			2
<b>Week 24</b>		5	Revision			3
<b>Week 25</b>		6	Revision / Assessment			4
<b>Week 26</b>						5
<b>Week 27</b>						1
<b>Week 28</b>						2
<b>Week 29</b>						3
<b>Week 30</b>						4
<b>Week 31</b>						5
<b>Week 32</b>						6
<b>Week 33</b>						1
<b>Week 34</b>						2
<b>Week 35</b>						3
<b>Week 36</b>						4
<b>Week 37</b>						5
<b>Week 38</b>						6
<b>Week 39</b>						7

**Consolidation**

Staff will ensure pupils are able to use the GPCs taught in both their reading and writing.

## Early Learning Goals

Communication and Language	Listening, attention & understanding	<ul style="list-style-type: none"> <li>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</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>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</li> </ul>
Physical Development	Gross motor skills	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>
	Fine motor skills	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>Using a range of small tools, including scissors, paint brushes and cutlery</li> <li>Begin to show accuracy and care when drawing</li> </ul>
Personal, Social and Emotional Development	Self-regulation	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>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</li> </ul>
	Managing self	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>
	Building relationships	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> <li>Form positive attachments to adults and friendships with peers</li> <li>Show sensitivity to their own and to others' needs</li> </ul>
Literacy	Word reading	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>Read words consistent with their phonic knowledge by sound-blending</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common misconception words</li> </ul>
	Comprehension	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>Anticipate – where appropriate – key events in stories</li> </ul>

		<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and sentences that can be read by others</li> </ul>
Mathematics	Number & numerical patterns	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number</li> <li>Subitise (recognise quantities without counting) up to 5</li> <li>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</li> <li>Verbally count beyond 20, recognising the pattern of the counting system</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>
	Shape, space & measure <i>(not in expectations)</i>	<ul style="list-style-type: none"> <li>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities</li> <li>Create and describe patterns</li> <li>Explore characteristics of everyday objects and shapes and use mathematical language to describe them</li> <li>Use money with increasing confidence</li> </ul>
Understanding the World	Past & present	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>
	People, culture & communities	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>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</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate - maps</li> </ul>
	The natural world	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>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</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>
Expressive Arts & Design	Creating with materials	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they have used</li> <li>Make use of props and materials when role-playing characters in narratives and stories</li> </ul>
	Being imaginative & expressive	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>Sing a range of well-known nursery rhymes and songs</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> </ul>

## Our Reception Journey

In order to reach our Early Learning Goals, a child's journey through Reception is shown in four stages for each area of learning and development (baseline at the start of Reception, then the end of each term). Each child's individual progress is monitored and tracked carefully to ensure that any gaps or concerns are addressed at the earliest possible opportunity:

### COMMUNICATION AND LANGUAGE

#### Listening, attention and understanding

End of pre-school	End of autumn term	End of spring term	End of Reception (ELG)
Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children working at the expected level of development will:
<ul style="list-style-type: none"><li>Listening and following directions and looking at someone when they are speaking;</li><li>Using prepositions when following instructions;</li><li>Asking and responding to 'why' questions;</li><li>Following stories read to them and talk about the pictures in the book.</li></ul>	<ul style="list-style-type: none"><li>Understanding why listening is important.</li><li>Listening to and following an instruction;</li><li>Following instructions provided they are not over-engaged in their own choice of activity;</li><li>Listening to stories with increased attention and recall;</li><li>Asking and responding to 'why' questions;</li><li>Showing interest in the lives of other people or events;</li><li>Listening to one another in one-to-one or small groups.</li><li>Showing interest in non-fiction books.</li></ul>	<ul style="list-style-type: none"><li>Knowing that they need to be quiet and concentrate when listening.</li><li>Maintaining attention, concentrating and sitting quietly during appropriate activities;</li><li>Listening to a whole story from beginning to end;</li><li>Responding to instructions involving a two-part sequence;</li><li>Listening and responding to ideas expressed by others in conversation and discussion;</li><li>Remembering key points from a story without needing prompts;</li><li>Showing specific interest in a non-fiction book linked to a topic or theme.</li></ul>	<ul style="list-style-type: none"><li>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;</li><li>Make comments about what they have heard and ask questions to clarify their understanding;</li><li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul>

## Speaking

End of pre-school	End of autumn term	End of spring term	End of Reception (ELG)
Children should be working at a level which sees them:	<ul style="list-style-type: none"> <li>• Knowing many rhymes, be able to talk about familiar books, and be able to tell a long story;</li> <li>• Developing their communication but may struggle with using tenses accurately;</li> <li>• Beginning to use sentences with four to six words;</li> <li>• Beginning to start a conversation with an adult or a friend and continuing it in turns.</li> </ul>	<ul style="list-style-type: none"> <li>• Expanding their vocabulary to include new words related to topic or theme.</li> <li>• Continuing to use new vocabulary when the topic or theme has ended.</li> <li>• Asking questions to understanding.</li> <li>• Retelling a simple past event in the correct order;</li> <li>• Using talk to connect ideas, explaining what has happened and anticipating what might happen next, recalling and reliving past experiences;</li> <li>• Using talk in pretending that objects stand for something else in play, e.g. this ruler is my sword.</li> </ul>	<ul style="list-style-type: none"> <li>• Using new vocabulary in different contexts</li> <li>• Asking questions to learn more about an event or a task.</li> <li>• Using complete sentences more regularly.</li> <li>• Using language to explore imaginary events, storylines and themes;</li> <li>• Using language to imagine and recreate roles and experiencing in play situations;</li> <li>• Linking statements and sticking to a main theme or intention;</li> <li>• Using talk to organise, sequence and clarify thinking, feelings and ideas.</li> </ul>

## **PHYSICAL DEVELOPMENT**

### Gross motor skills

End of pre-school	End of autumn term	End of spring term	End of Reception (ELG)
Children should be working at a level which sees them:	<ul style="list-style-type: none"> <li>• Skipping, hopping and standing on one leg and hold a position for a few seconds;</li> <li>• Balancing and riding a trike or scooter;</li> <li>• Going up steps or stairs using alternative feet;</li> <li>• Responding to music showing appropriate movement and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Showing increasing control when linking movements together;</li> <li>• Knowing that it is good to be active and sometimes getting out of breath;</li> <li>• Moving freely with confidence in a range of ways;</li> <li>• Mounting stairs, steps or climbing equipment using alternative steps;</li> <li>• Walking downstairs two-feet to each step;</li> <li>• Standing momentarily on one foot;</li> <li>• Running skilfully whilst negotiating space successfully, adjusting speed and direction as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Starting to experiment with different types of movements;</li> <li>• Recognising how they can refine a range of physical actions, such as rolling, running, skipping, etc.</li> <li>• Jumping off objects safely and carefully;</li> <li>• Negotiating space carefully;</li> <li>• Travelling with confidence and skill when moving around, under, over and through various equipment;</li> <li>• Showing increasing control when throwing, catching and kicking a ball.</li> </ul>

## Fine motor skills

End of pre-school	End of autumn term	End of spring term	End of Reception (ELG)
Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children working at the expected level of development will:

**End of pre-school**

- Picking up tiny objects using pincer grasp;
- Making simple models using small pieces such as lego;
- Making small cuts in paper with scissors;
- Using a comfortable grip with good control when holding pens, pencils and paint brush;
- Beginning to show a preference for a dominant hand.

**End of autumn term**

- Drawing lines and circles using gross motor movements;
- Using one handed tools and equipment, e.g. child scissors;
- Holding pencils between thumb and two fingers instead of whole hand;
- Beginning to hold pencil correctly and showing good control;
- Copying some letters, especially letters from own name.

**End of spring term**

- Handling tools, objects, construction and malleable materials safely and with increasing control;
- Showing a preference for a dominant hand;
- Beginning to show anti-clockwise movements and retrace vertical lines;
- Beginning to form recognisable letters;
- Using a pencil and holding it effectively to form recognisable letters, especially letters in their own name.

**End of Reception (ELG)**

- 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.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

### Self-regulation

End of pre-school	End of autumn term	End of spring term	End of Reception (ELG)
Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children working at the expected level of development will:

**End of pre-school**

- Selecting and using activities and resources;
- Enjoying the responsibility of carrying out small tasks;
- Being confident to talk to other children when playing and communicating freely about their own home and community;
- Being outgoing towards unfamiliar people and being more confident in new social situations;
- Showing confidence in asking adults for help;
- Welcoming and valuing praise for what they have done.

**End of autumn term**

- Describing themselves in positive terms and talk about their own abilities;
- Being confident to speak to others about needs, wants, interests and opinions;
- Beginning to express their feelings and consider the feelings of others;
- Knowing when they are upset about a situation and can explain why;
- Choosing their own equipment that is necessary to complete a task;
- Showing enthusiasm and excitement when anticipating and engaging in certain activities.

**End of spring term**

- Recognise themselves as a valuable individual;
- Willingly express their feelings and know when they have been kind and considerate;
- Moderating their feelings when they are upset;
- Being confident to try new activities;
- Saying why they like some activities more than others;
- Being confident to speak in a familiar group;
- Being happy to talk about their own ideas;
- Choosing the resources they need for a given activity;
- Saying when they do and do not need help.

**End of Reception (ELG)**

- 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 an activity, and show an ability to follow instructions involving several ideas or actions.

## Managing self

End of pre-school	End of autumn term	End of spring term	End of Reception (ELG)
Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children working at the expected level of development will:

## Building relationships

End of pre-school	End of autumn term	End of spring term	End of Reception (ELG)
Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children working at the expected level of development will:

## LITERACY

### Word reading

End of pre-school	End of autumn term	End of spring term	End of Reception (ELG)
<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>Joining in with rhymes and stories;</li> <li>Identifying rhymes;</li> <li>Joining in with the rhythm of well known rhymes and song;</li> <li>Recognising own name.</li> </ul>	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>Joining in with rhymes and stories;</li> <li>Joining in with the rhythm of well known rhymes and songs;</li> <li>Recognising their own name;</li> <li>Identifying sounds in words, in particular, initial sounds;</li> <li>Segmenting and blending simple words demonstrating knowledge of sounds (with support);</li> <li>Linking sounds to letters in the alphabet.</li> </ul>	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>Reading individual letters by saying the sounds for them;</li> <li>Reading simple words and simple sentences;</li> <li>Identifying rhymes;</li> <li>Blending sounds into words, so that they can read short words made up of known letter-sound correspondences;</li> <li>Reading some letter groups that each represent one sound and say sounds for them;</li> <li>Reading a few common exception words matched to the school's phonic programme;</li> <li>Reading simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>	<p>Children working at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>Read words consistent with their phonic knowledge by sound-blending;</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>

### Comprehension

End of pre-school	End of autumn term	End of spring term	End of Reception (ELG)
<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>Holding a book, turning the pages and indicating an understanding of pictures and print;</li> <li>Telling a story to friends;</li> <li>Talking about events and characters in books;</li> <li>Making suggestions about what might happen next in a story.</li> </ul>	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>Holding a book, turn the pages and indicating an understanding of pictures and print;</li> <li>Telling a story to friends.</li> </ul>	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>Talking about events and characters in books;</li> <li>Making suggestions about what might happen next in a story;</li> <li>Reading simple words and simple sentences;</li> <li>Talking about their favourite book;</li> <li>Using vocabulary and events from stories in their play;</li> <li>Re-reading books to build up their confidence, their fluency and their understanding and enjoyment in word reading.</li> </ul>	<p>Children working at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>Anticipate – where appropriate – key events in stories;</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.</li> </ul>

## Writing

End of pre-school	End of autumn term	End of spring term	End of Reception (ELG)
Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children working at the expected level of development will:

## MATHEMATICS

### Number and numerical patterns

End of pre-school	End of autumn term	End of spring term	End of Reception (ELG)
Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children working at the expected level of development will:

## Shape, space and measure (not in expectations)

End of pre-school	End of autumn term	End of spring term	End of Reception (ELG)
<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>• Talking about the routine of the day and using language like 'before' and 'after';</li> <li>• Using comparative language like 'taller', 'shorter', 'the same';</li> <li>• Starting to identify shapes in the environment;</li> <li>• Starting to find appropriate shapes for certain tasks;</li> <li>• Asking questions about their observations of differences and similarities;</li> <li>• Starting to make more meaningful pictures, patterns and arrangements with shapes.</li> </ul>	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>• Talking about the routine of the day and using language like, before and after;</li> <li>• Using comparative language such as, 'taller', 'shorter' and 'the same';</li> <li>• Being more confident in identifying shapes in the environment;</li> <li>• Recognising particular shapes that may be useful for certain tasks;</li> <li>• Making more meaningful pictures, patterns and arrangements with shapes.</li> </ul>	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>• Beginning to experiment with length, height and capacity;</li> <li>• Beginning to compare length, weight and capacity;</li> <li>• Identifying money and using money in play;</li> <li>• Recalling the names of some 2D and 3D shapes;</li> <li>• Ordering and sorting according to simple properties;</li> <li>• Using the language of direction when programming toys.</li> </ul>	<p>Children working at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities;</li> <li>• Create and describe patterns;</li> <li>• Explore characteristics of everyday objects and shapes and use mathematical language to describe them;</li> <li>• Use money with increasing confidence.</li> </ul>

## **UNDERSTANDING THE WORLD**

### Past and present

End of pre-school	End of autumn term	End of spring term	End of Reception (ELG)
<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>• Beginning to have an understanding for terms like, yesterday, last week and last year;</li> <li>• Appreciating that they may have siblings that are older than them and that they may be older than a younger sibling;</li> <li>• Appreciating that certain artefacts and resources are old and have been used before.</li> </ul>	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>• Remembering and talking about significant events in their own experiences, e.g. birthday;</li> <li>• Knowing and understanding that their grandparents are older than their parents;</li> <li>• Beginning to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago';</li> <li>• Beginning to understand that some familiar stories were set in a time before they were born.</li> </ul>	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>• Recognising and describing special times or events for family or friends, e.g. Eid, christening, Christmas;</li> <li>• Beginning to compare and contrast characters in stories about the past;</li> <li>• Understanding that people celebrated events like Eid and Christmas before they were born;</li> <li>• Using appropriate language to describe the past, such as, 'in the past'.</li> </ul>	<p>Children working at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

## People, culture and communities

End of pre-school	End of autumn term	End of spring term	End of Reception (ELG)
<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>Showing interest in the lives of people who are familiar to them;</li> <li>Remembering and talking about significant events in their own experience;</li> <li>Recognising and describing special times or events for family or friends;</li> <li>Starting to show an interest in different occupations and ways of life.</li> </ul>	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>Showing increased interest in the lives of people who are familiar to them;</li> <li>Beginning to understand that not all people celebrate the same things as them;</li> <li>Having a greater understanding about why certain events are being celebrated;</li> <li>Talking about people that are helpful to them both, from within their family and from outside their family.</li> </ul>	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>Drawing information from a simple map;</li> <li>Recognising some similarities and differences between life in this country and life in other countries;</li> <li>Recognising that people have different beliefs and celebrate special times in different ways;</li> <li>Starting to show an interest in different occupations and ways of life;</li> <li>Talking about members of their immediate family and community;</li> <li>Naming and describing people who are familiar to them.</li> </ul>	<p>Children working at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>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;</li> <li>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.</li> </ul>

## The natural world

End of pre-school	End of autumn term	End of spring term	End of Reception (ELG)
<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>Asking questions about aspects of their familiar world such as the place where they live or the natural world;</li> <li>Talking about some of the things they have observed such as plants, animals, natural and found objects;</li> <li>Talking about why things happen and how things work;</li> <li>Starting to develop an understanding of growth, decay and changes over time;</li> <li>Showing care and concern for living things and the environment.</li> </ul>	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>Talking about some of the things they have observed such as plants, animals, natural and found objects;</li> <li>Having greater awareness of seasonal change;</li> <li>Asking questions about aspects of their familiar world such as the place where they live or the natural world;</li> <li>Asking questions about some of the things they have observed such as plants and animals.</li> </ul>	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>Talking about why things happen and how things work;</li> <li>Understanding more about growth, decay and changes over time;</li> <li>Identifying features of living things, such as animals with legs or those with wings;</li> <li>Exploring the natural world around them;</li> <li>Describing what they see, hear and feel whilst outside;</li> <li>Recognising some environments that are different to the one in which they live;</li> <li>Understanding the effect of changing seasons on the natural world around them.</li> </ul>	<p>Children working at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>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;</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

## EXPRESSIVE ARTS AND DESIGN

### Creating with materials

End of pre-school	End of autumn term	End of spring term	End of Reception (ELG)
Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children working at the expected level of development will:
<ul style="list-style-type: none"> <li>Exploring colour and how colours can be changed;</li> <li>Understanding that they can use lines to enclose a space and then beginning to use these shapes to represent objects;</li> <li>Showing interest in and describing the texture of things;</li> <li>Using various construction materials;</li> <li>Beginning to construct stacking blocks vertically and horizontally, making enclosures and creating spaces;</li> <li>Joining construction pieces together to build and balance.</li> </ul>	<ul style="list-style-type: none"> <li>Realising that tools can be used for a purpose;</li> <li>Using simple tools and techniques competently and appropriately;</li> <li>Selecting appropriate brush for a given purpose;</li> <li>Exploring what happens when they mix colours;</li> <li>Experimenting with different textures.</li> </ul>	<ul style="list-style-type: none"> <li>Safely using and exploring a variety of materials, tools and techniques;</li> <li>Experimenting with colour, design, texture, form and function;</li> <li>Selecting tools and using techniques needed to shape, assemble and join materials they are using;</li> <li>Understanding that different media can be combined to create new effects;</li> </ul>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>Share their creations, explaining the process they have used;</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>

### Being imaginative and expressive

End of pre-school	End of autumn term	End of spring term	End of Reception (ELG)
Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children working at the expected level of development will:
<ul style="list-style-type: none"> <li>Developing preferences for forms of expression;</li> <li>Using movement to express feelings;</li> <li>Creating movement in response to music;</li> <li>Singing to self and making up simple songs;</li> <li>Noticing what adults do, imitating what is observed and then doing it spontaneously when the adult is not there;</li> <li>Engaging in imaginative role-play based on own first-hand experiences;</li> <li>Building stories around toys, e.g. fire fighters rescuing trapped people;</li> <li>Using available resources to create props to support role-play.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoying joining in with dancing and singing games;</li> <li>Singing a few familiar songs;</li> <li>Beginning to move rhythmically;</li> <li>Imitating movement in response to music;</li> <li>Tapping out simple repeated rhythms;</li> <li>Exploring and learning how sounds can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring and learning how sounds can be changed;</li> <li>Singing songs, making music and experimenting with ways of changing them;</li> <li>Beginning to build a repertoire of songs and dances;</li> <li>Exploring the different sounds of instruments;</li> <li>Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>Sing a range of well-known nursery rhymes and songs;</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>

## Monitoring and Assessment

Throughout Reception, children's progress and attainment against our expectations is monitored daily, and is tracked as follows:

### **EYFS Baseline**

The reception baseline is an age-appropriate assessment of mathematics and literacy, communication and language (LCL). It is clearly linked to the learning and development requirements of the Early Years Foundation Stage (EYFS).

The assessment consists of:

- **mathematics tasks which assess** early number, early calculation (early addition/subtraction), mathematical language and early understanding of pattern
- **LCL tasks** which assess early vocabulary, phonological awareness and early comprehension

### **Teacher Assessment**

Teacher baseline assessment is also crucial in measuring whether or not the children are on track with all their starting points. Attainment is tracked against our expectations of where children should be on entry, alongside school readiness.

Both these assessments give starting points and identify any gaps which need to be filled.

### **EYFS Termly Assessment Record**

An Assessment Record is completed for each child at the end of each term, which provides a quick data snapshot as to whether they are currently on-track in all 17 areas, assessed against our own curriculum expectations. For children who are not on track in certain areas, interventions are planned for and implemented.

These records form part of the school's termly whole-school data analysis.

### **All Aboard Assessment Tracker**

We use half termly All Aboard assessment as an ongoing tool to track children's progress in phonics. This provides clear feedback and rapidly identifies those children who are at risk of falling behind so that intervention can be put in place.



## Numberblocks and White Rose

We use the White Rose Scheme for maths, supplemented by numberblocks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		<b>Match, sort and compare</b> FREE TRIAL	<b>Talk about measure and patterns</b>	<b>It's me 1, 2, 3</b>				<b>Circles and triangles</b>	<b>1, 2, 3, 4, 5</b>		<b>Shapes with 4 sides</b>
Spring term	<b>Alive in 5</b>	<b>Mass and capacity</b>	<b>Growing 6, 7, 8</b>	<b>Length, height and time</b>	<b>Building 9 and 10</b>	<b>Explore 3-D shapes</b>						
Summer term	<b>To 20 and beyond</b>	<b>How many now?</b>	<b>Manipulate, compose and decompose</b>	<b>Sharing and grouping</b>	<b>Visualise, build and map</b>		<b>Make connections</b>		<b>Consolidation</b>			



**Numberblocks** is a BBC television series aimed at introducing children to early number.

Snappy animation and loveable characters combine with engaging storylines to gently introduce concepts of number to support early mathematical understanding.

We use relevant episodes alongside NCETM materials as a launch pad, helping children to bring the numbers and ideas to life in the world around them.

#### Relevant episodes

Series	Episode title	Episode summary	Mathematics
1	<a href="#">One</a>	Learn all about the number one with Numberblock One.	Counting to 1
1	<a href="#">Another One</a>	One bumps into a magic mirror and meets another One.	2 is more than 1
1	<a href="#">Two</a>	Learn all about the number two with Numberblock Two.	Counting to 2, the 'twoness' of 2
1	<a href="#">Three</a>	Learn all about the number three with Numberblock Three.	3 is more than 2
1	<a href="#">One, Two, Three!</a>	Three does magic tricks with apples.	Counting to 3; comparing numbers 1, 2 and 3 – 'bigger' and 'smaller'; ordering numbers 1 to 3; 3 is made of 2 and 1
1	<a href="#">Four</a>	Learn all about the number four with Numberblock Four.	4 is more than 3; counting to 4; the structure of 4 as a square number; recognition of 4 items without counting (subitising)
1	<a href="#">Five</a>	Learn all about the number five with Numberblock Five.	5 is more than 4; counting to 5; line up 1 to 5 in order
1	<a href="#">Three Little Pigs</a>	The Numberblocks' version of the tale the Three Little Pigs and the Big Bad Wolf.	Counting to 4; adding 1s
1	<a href="#">Off We Go</a>	Five and friends set off on a rhyming romp through field and forest.	Counting to 5; line up 1 to 5 in order; identify missing numbers within a 1 to 5 line-up
1	<a href="#">How to Count</a>	It is a lovely day for a picnic, but one of the flapjacks is missing!	The key principles of counting: one-to-one correspondence; cardinality; stable order
1	<a href="#">Stomping</a>	Three opens a stampoline park, where her friends have splatty fun making inky prints.	Subitising numbers 1 to 5; different ways of arranging blocks to 5; conservation of number
1	<a href="#">The Whole of Me</a>	The Numberblocks perform a song and dance all about the parts that make a whole.	Composition of numbers 1 to 5: introduction to 'part-part-whole' Structure; partitioning a whole number into parts; conservation of number
1	<a href="#">The Terrible Twos</a>	Tricky twins turn up – the Terrible Twos – who decide it's time to tickle their friends.	4 can be partitioned into 2 and 2; and, 1 and 1 and 1 and 1.
1	<a href="#">Holes</a>	Five and friends discover a hole that makes their heads fall off!	The number of a group can be changed by adding to it or taking from it; addition and subtraction of 1; number bonds to 5
1	<a href="#">Hide and Seek</a>	Five is so good at hide-and-seek that she can find the others without looking up from her book.	Addition and subtraction of numbers to 5; number bonds to 5

2	<a href="#">Six</a>	The Numberblocks make a new friend who likes to roll dice.	Counting (1 to 6); subitising (dice patterns)
2	<a href="#">Seven</a>	It's a rainy day for a picnic, but lucky number Seven makes everything come up rainbows.	7 is more than 6; counting (1 to 7)
2	<a href="#">Eight</a>	Numberland is rocked by the arrival of superblock Eight, also known as Octoblock.	Counting (1 to 8); 8 is one more than 7; subitising (8)
2	<a href="#">Nine</a>	Numberblock Nine arrives in Numberland and sings a song about squares.	Counting (1 to 9); the structure of square numbers (4 and 9); partitioning and combining 9
2	<a href="#">Ten</a>	Ten turns up to tell the Numberblocks what it's like to be a perfect ten.	Counting (1 to 10); 10 ones are equivalent to one 10
2	<a href="#">Just Add One</a>	One's idea of fun is singing, dancing and making friends by adding One.	Adding 1; counting (1 to 10)
2	<a href="#">Blast Off</a>	Find out which pairs of numbers add together to make ten with the Numberblocks.	Count back from 10 to 1; number bonds that total 10
2	<a href="#">Counting Sheep</a>	Six tries to get the sheep to sleep and finds two (or three) heads are better than one.	Exploring equivalent ways to represent 6; partitioning 6 into equal groups; factors of 6
2	<a href="#">Double Trouble</a>	Learn how to double and halve numbers up to eight with the Numberblocks.	Doubling (1, 2, 4, 8) and halving; partitioning 8 into equal groups
2	<a href="#">The Three Threes</a>	When Nine needs a helping hand, he turns into a talented trio – the Three Threes.	Partitioning 9 into 3 equal groups; partitioning is the inverse of combining
2	<a href="#">Odds and Evens</a>	The Numberblocks play a game of bounceball, with Even Tops versus Odd Blocks.	Odd and even numbers; equal groups
2	<a href="#">Fluffies</a>	One finds a furball, two of them tickle Two and soon Numberland is full of fluffies!	Counting (1 to 8); number bonds within 7
2	<a href="#">The Two Tree</a>	The Numberblocks find a magic Two Tree and play an action-packed game of throwing twos.	Subtracting 2 from numbers up to 10; counting in 2s
2	<a href="#">Numberblock Castle</a>	One, Two, Three and Four go on a castle-exploring adventure, making friends along the way.	Adding more than 1 to make 5 to 10
2	<a href="#">Ten Green Bottles</a>	One of Ten's bottles accidentally falls off the wall, setting off a numbery hullabaloo.	Subtracting 1; counting (1 to 10); counting down 10 to 1

3	<a href="#">Once Upon a Time</a>	A bedtime story all about the first five Numberblocks.	A review of numbers 1 to 5
3	<a href="#">Blockzilla</a>	A monster tale of a colossal creature who really, really likes bigger numbers.	Comparison of numbers 1 to 5 using the language of 'greater than' and 'less than'
3	<a href="#">The Numberblocks Express</a>	Learn all the number bonds up to five with the Numberblocks.	Composition of 5; partitioning and combining 5 in different ways
3	<a href="#">Fruit Salad</a>	Find out how to split numbers into smaller numbers with the Numberblocks.	Composition of numbers to 5; exploring the part-part-whole model to partition and combine numbers to 5
3	<a href="#">Zero</a>	Learn all about the number zero with Numberblock Zero.	Introducing the concept of zero; zero is one less than 1 and an absence of something
3	<a href="#">Now We Are Six to Ten</a>	Learn all about the numbers 6, 7, 8, 9 and 10 with the Numberblocks.	A review of numbers 6 to 10
3	<a href="#">Numberblobs</a>	Sing along to the Numberblocks counting song with the Numberblocks' favourite friends.	Counting to 10
3	<a href="#">Building Blocks</a>	When an alien ship crashes in Numberland, the Numberblocks help the alien get back home.	Building with blocks and exploring space and pattern
3	<a href="#">Peekaboo!</a>	The number friends take turns hiding behind each other in a song about bigger and smaller.	Comparison of numbers to 10 using the language of 'bigger than', 'smaller than' leading to 'greater than' and 'less than'
3	<a href="#">Hiccups</a>	Every time Nine hiccups, he falls to pieces – until the others find an unexpected cure.	Composition of numbers to 10; partitioning and combining numbers in different ways
3	<a href="#">What's the Difference?</a>	Seven shows the others how to be lucky: ask a number friend to jump on your head!	Comparison of numbers to 10; finding the difference to make 7
3	<a href="#">Numberblock Rally</a>	Ten riders, ten pedal-powered cars. Welcome to the Numberblock Rally!	Subtraction
3	<a href="#">Five and Friends</a>	Six to Ten discover they are all Five-and-a-friend.	Numbers 6 to 10 are made from 5 and a 'bit'
3	<a href="#">Octoblock to the Rescue!</a>	The naughty Terrible Twos are making custard pies. Can Octoblock's friends save the day?	Pairs of numbers that total 8
3	<a href="#">Ten Again</a>	When the number friends all want to do different things, Ten finds a way to do them all.	Pairs of numbers that total 10
3	<a href="#">Flatland</a>	Four visits Flatland, where the flat shapes live, and becomes a real square.	2D shape

