

Reception Curriculum Map 24 -25

|                                                                                                                                                          | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring                                                                                                                                                                                                                                                                                                                                                               | Summer                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>General Themes</b></p> <p><i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p> | <p><b>Here I am</b></p>  <p>Starting school/ my new class/ new beginnings, Dinosaurs, Little Red Hen – harvest, 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, The Nativity, Panto, Christmas lists and letters to Father Christmas</p> | <p><b>Once upon a Time</b></p>  <p>Traditional tales, people who help us/ careers, library visits, Gingerbread man, animals and hibernation, animals and down on the farm, animal patterns, David Attenborough, spring, baby animals, Space</p>                                   | <p><b>Our Wonderful World</b></p>  <p>Minibeasts, life cycles, plants and flowers, weather and seasons, animals around the world, Superheroes, climates, plants and lifecycles, forest school, transport, where in the world have you been, where do we live in the UK/ World?</p> |
| <p><b>Possible Texts</b></p>                                                                                                                             | <p>Owl babies<br/>Once there were Giants<br/>Stick man<br/>The Smartest Giant<br/>The Colour Monster<br/>Funny bones<br/>So much<br/>The big book of families<br/>Nativity<br/>Brown bear, brown bear<br/>Pig in the pond<br/>Walking through the jungle<br/>Farmyard hullabaloo<br/>Farm information<br/>The Scarecrows hat<br/>Shark in the park</p>                                                                          | <p>The Jolly Postman<br/>Goldilocks<br/>Farmer duck<br/>The Ugly duckling<br/>The emperor's egg<br/>Oi dog<br/>Shh<br/>Goodnight moon<br/>Why should I brush my teeth?<br/>Tree, seasons come and seasons go<br/>A stroll through the seasons<br/>Whatever Next<br/>Aliens Love Underpants<br/>Smeds and the Smoos<br/>How to catch a star<br/>The way back home</p> | <p>The very hungry caterpillar<br/>Aghh spider<br/>The tiny seed<br/>Oliver's vegetables<br/>Handa's Surprise<br/>Jack and the beanstalk<br/>Jasper's beanstalk<br/>The way back home<br/>Train ride<br/>Mr Gumpy's outing<br/>Tiger who came to tea<br/>Superworm<br/>Dear zoo<br/>What the ladybird heard<br/>Supertato</p>                                         |

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|             | <p>Each peach pear plum<br/> My friend bear<br/> Rosie's walk<br/> Percy the park keeper<br/> Bear hunt<br/> Polar bear, polar bear<br/> Dear Dinosaur<br/> How to catch a dinosaur<br/> Harry and the dinosaurs</p>                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                |
| WOW moments | <p>Autumn trail<br/> Remembrance day<br/> Harvest<br/> Guy Fawkes/ Bonfire night<br/> Halloween<br/> Diwali<br/> Hannukah<br/> Children in need<br/> World Nursery Rhyme Week</p>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Dunster Castle<br/> Library<br/> Museum<br/> Chinese New Year<br/> New Year's Resolutions<br/> Valentines day<br/> Pancake Day<br/> World Book Day<br/> Internet safety<br/> Mother's Day<br/> Ramadam<br/> Easter<br/> Dentist in for people who help us</p> | <p>Tasting food from cultures<br/> Map work<br/> Eid<br/> D-Day<br/> Father's Day<br/> Trip to the zoo<br/> Fyne Court<br/> Children's Gardening Week<br/> Trip on a train</p> |
| COEL        | <p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                |

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|                                 | <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                |                                                                                                                                 |
| <b>Over Arching Principles</b>  | <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> 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.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i><b>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</b></i></p> |                                                                                                                                                |                                                                                                                                 |
| <b>Assessment Opportunities</b> | <p>Pre school data<br/>In-house - Baseline data on entry<br/>National Baseline data by end of term<br/>Phonic groups<br/>Handwriting groups<br/>On going assessments and tracking<br/>Pupil progress meetings<br/>EYFS team meetings<br/>In house moderation<br/>Monster Phonics x 2</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>GLD Projections for EY<br/>EYFS team meetings<br/>On going assessments and tracking<br/>Pupil progress meetings<br/>Monster Phonics x 2</p> | <p>EYFS team meetings<br/>On going assessments and tracking<br/>Pupil progress meetings<br/>EY data<br/>Monster Phonics x 2</p> |
| <b>Parental Involvement</b>     | <p>Staggered Start<br/>Parent meetings<br/>Phonics workshop<br/>Talking teddy for children<br/>Parents Evening<br/>Reading with children</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Parents Evening<br/>Reading with children<br/>Sharing observations on tapestry<br/>Dojo<br/>Stay and play sessions for parents</p>          | <p>Reading with children<br/>Sharing observations on tapestry<br/>Dojo<br/>Stay and play sessions for parents</p>               |

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|                                                                                                                                                                                                                                                               | Sharing observations on tapestry<br>Dojo<br>Stay and play sessions for parents<br>Nativity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Communication and Language</b>                                                                                                                                                                                                                             | <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Daily Storytime</b></p> <p>A book for the week<br/>Each half term – quality text, white rose, rhyme, multicultural, well being and interests.</p> <p>We will be asking children to select and take home a story for the week to share with parents.</p> | <p><b>Welcome to EYFS</b><br/>Settling in activities<br/>Making friends<br/>Children talking about experiences that are familiar to them – talking ted<br/>What are your passions / goals / dreams?<br/>This is me!<br/>Rhyming and alliteration<br/>Familiar Print<br/>Sharing facts about me!<br/>Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”<br/>Develop vocabulary<br/>Tell me a story - retelling stories</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Tell me a story!</b><br/>Using language well<br/>Ask’s how and why questions...<br/>Discovering Passions<br/>Retell a story with story language<br/>Story invention – talk it!<br/>Ask questions to find out more and to check they understand what has been said to them.<br/>Describe events in some detail.<br/>Listen to and talk about stories to build familiarity and understanding.<br/>Learn rhymes, poems and songs.<br/>Describe events in detail – time connectives<br/>Understand how to listen carefully and why listening is important.</p> | <p><b>Time to share?</b><br/>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<br/>Show and tell<br/>Weekend news<br/>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.<br/>Select books containing photographs and pictures, for example, places in different weather conditions and seasons.<br/>Author Focus – David McKee</p> |

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| Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing and speech and language interventions, | <p>Story language</p> <p>Word hunts</p> <p>Listening and responding to stories</p> <p>Following instructions</p> <p>Takes part in discussion</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use new vocabulary through the day.</p> <p>Choose books that will develop their vocabulary.</p> <p>Author Focus – Julia Donaldson</p> <p>The Gruffalo, Stick man, Room on the broom, The ugly 5, The baddies, The smeds and the smoos, Zog, Tabby McTat, The Highway Rat, The Smartest Giant, A squash and a squeeze.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Use picture cue cards to talk about an object: “What colour is it? Where would you find it?</p> <p>Sustained focus when listening to a story.</p> <p>Author Focus – Kes Gray</p> <p>Oi Cat, Oi Dog, Oi Frog, Oi Puppies, Oi goat, Daisy eat your peas, Billy's Bucket, You're called what, how many legs, ready steady Mo, Mum and dad glue, quack quack Quentin, Think big, Accidentally on purpose.</p> | 2 monsters, Not now Bernard, Elmer, Two can toucan, The conquerors, Mr Benn. |
| Personal, Social and Emotional Development                                                                                                                                                               | <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> |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                              |
|                                                                                                                                                                                                          | New Beginnings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Good to be me Feelings                                                                                                                                                                                                                                                                                                                                                                                       | Looking after others                                                         |

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| <p>Managing Self Regulation</p> <p>We will be having PSHE sessions based on SCARF as used through the school</p> | <p>See themselves as a valuable individual.</p> <p>Being me in my world</p> <p>Class Rule Rules and Routines</p> <p>Supporting children to build relationships</p> <p>Dreams and Goals</p> <p>Getting on and falling out.</p> <p>How to deal with anger Emotions</p> <p>Self - Confidence</p> <p>Build constructive and respectful relationships.</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Learning about qualities and differences</p> <p>Celebrating differences</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p> <p>Relationships</p> <p>What makes a good friend?</p> <p>Healthy me</p> <p>Random acts of Kindness</p> <p>Looking after pets</p> <p>Looking After our Planet</p> <p>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</p> | <p>Friendships</p> <p>Dreams and Goals</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p> <p>Taking part in sports day - Winning and loosing</p> <p>Changing me</p> <p>Look how far I've come!</p> <p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> |
| <p>Physical Development</p>                                                                                      | <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</b>, co-ordination and agility. 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>Threading, cutting, weaving, playdough, funky fingers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Threading, cutting, weaving, playdough, funky fingers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Threading, cutting, weaving, playdough, funky fingers.</p>                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <p><i>Fine Motor</i></p> <p><i>Continuously monitor the process of children's handwriting (pencil grip and letter formation, including directionally) provide additional support if needed.</i></p> | <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> | <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items /</p> <p>Button Clothing /</p> <p>Cutting with Scissors</p> <p>Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed.</p>                                                   | <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle / Draw a cross</p> <p>Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable /</p> <p>Build things with smaller linking blocks, such as Duplo or Lego.</p> |
| <p><i>Gross Motor</i></p> <p><i>Daily wake and shake (funky feet or big moves)</i></p> <p><i>PE Planning</i></p>                                                                                    | <p>Use of outdoor equipment and co operation games.</p> <p>Different ways of moving to be explored with children</p> <p>Help individual children to develop good personal hygiene.</p> <p>Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Ball skills- throwing and catching.</p> <p>Crates play- climbing. Skipping ropes in outside area</p> <p>dance related activities</p>                       | <p>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance / moving to music</p> <p>Gymnastics / Balance</p> <p>Balance- children moving with confidence</p> <p>dance related activities</p> | <p>Obstacle activities</p> <p>children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Dance / moving to music</p> <p>Races / team games involving gross motor movements</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially</p>                                                     |

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|                 | <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards and wheelbarrows.</p> <p>Me and Myself – Aut 1<br/>Ball skills – Aut 2</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> <p>Dance – Spr 1<br/>Fitness – Spr 2</p> | <p>observing and listening, without feeling pressured to join in.</p> <p>Throw and catch – Sum 1<br/>Fun and games – Sum 2</p> |
|                 | <p><i>From Development Matters 20':</i></p> <p><i>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</i></p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></p> <p><i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></p> <p><i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</i></p> <p><i>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</i></p> |                                                                                                                                                                                                                                                          |                                                                                                                                |
| <b>Literacy</b> | <p>It is crucial for children to develop <b>a 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                          |                                                                                                                                |
|                 | <p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Making up stories with themselves as the main character. Encourage</p>                                                                                                                                                                                | <p>Stories from other cultures and traditions</p>                                                                              |

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| Comprehension | <p>a favourite story/rhyme.</p> <p>Understand that - print has meaning<br/>- print can have different purposes -<br/>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.</p> <p>Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p> <p>Retell stories and events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. 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>children to record stories through picture drawing/mark making.</p> <p>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. Make the books available for children to share at school and at home.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day. 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>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>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. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> |
|               | <p><b>Phonic Sounds:</b> Monster Phonics introduce characters, oral blending</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Phonic Sounds:</b> Monster Phonics Term 2 – Continuing to learn sounds.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Phonic Sounds:</b> Monster Phonics Term 3 – CVCC words.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <p>Word Reading</p> <p><i>Children work in a phonic group that enables them to work at a suitable stage for them. Begin with Phase 1 and moving into Phase 2,3 and 4.</i></p> | <p>activities, rhyme and begin learning Term 1 Sounds.</p> <p><b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily. This will make sound-blending easier</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 diagraphs in words.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.</p> | <p><b>Reading:</b> 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><b>Reading:</b> 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>Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments.</p> |
| <p>Writing</p>                                                                                                                                                                | <p><b>Texts as a Stimulus:</b></p> <p>Nursery Rhymes</p> <p>Label characters</p> <p>The Little Red Hen (Journey story)</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Texts as a Stimulus:</b></p> <p>The Three Billy Goats</p> <p>Goldilocks and the three Bears</p> <p>The Gingerbread Man</p> <p>Red Riding Hood</p> <p>CVC words / simple sentence writing using high frequency words</p> <p>Labels and simple captions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Texts as a Stimulus:</b></p> <p>Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles</p> <p>Hungry Caterpillar - describe foods / adjectives</p> <p>Healthy Food – My Menu / Bean Diary</p> <p>Handa’s Surprise (Journey story)</p>                                                                                                                                           |

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|       | <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre! Story scribing, retelling stories in the writing area. Sequence the story.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Animal Fact File – compare two animals</p> <p>Writing some of the tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board. Description of a character and write 2 sentences. Adjectives to describe what able to see.</p> | <p>Retell the story in own words / reverse the journey describe each animals Write new version</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. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Write 3 sentences.</p> |
| Maths | <p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p> |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|       | <p>Teacher Assessment and Baseline</p> <p>Matching</p> <p>Sorting</p> <p>Comparing amounts</p> <p>Compare size, mass and capacity</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Introducing zero</p> <p>Making pairs</p> <p>One less</p> <p>Comparing numbers to 5</p> <p>Composition of 4 and 5</p>                                                                                                                                                                                                                                                                       | <p>Number patterns to 20</p> <p>Missing numbers</p> <p>Shapes</p> <p>Adding</p> <p>Taking away</p>                                                                                                                                                                                                                                                                                                                                                                                          |

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| <p><i>Based on white rose plans</i></p> <p><i>We also have daily FUNdaMENTALS based on recall of number facts and a weekly number rhyme</i></p> | <p>Exploring pattern<br/>Introduce 1 and 0<br/>Representing 1,2,3<br/>Comparing 1,2,3<br/>Introduce 2<br/>Composition of 1,2,3<br/>Introduce 3<br/>Circles and Triangles<br/>Spatial awareness<br/>Introduce 4<br/>Introduce 5<br/>1 more/ 1 less<br/>Comparing shapes<br/>Night and Day/ Time</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Equal and unequal<br/>Composition of numbers to 5 – 2 groups<br/>Composition of numbers to 5 – 3 groups<br/>Comparing mass<br/>Compare capacity<br/>6 making pairs<br/>Combining 2 groups<br/>Sorting 6, 7, 8<br/>Length and height<br/>Days of the week<br/>Time<br/>Bonds to 9 and 10<br/>Representing 9 and 10<br/>3D shape and pattern</p> | <p>Doubling<br/>Sharing<br/>Even and odd</p>                                                                                                                                                                                                                                  |
| <p>Understanding The World</p>                                                                                                                  | <p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                               |
|                                                                                                                                                 | <ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Introduce children to different occupations and how they use transport to help them in their jobs.</li> <li>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</li> <li>Use world maps to show children where some stories are based.</li> </ul> |

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| <p>Throughout continuous provision and our Friday I wonder why day, during which we focus on children's interests and UTW.</p> | <p>between other families. Name and describe people who are familiar to them.</p> <ul style="list-style-type: none"> <li>• Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> <li>• Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>• Can children talk about their homes and what there is to do near their homes?</li> <li>• Look out for children drawing/painting or constructing their homes.</li> <li>• Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</li> <li>• Nocturnal Animals Making sense of different environments and habitats</li> <li>• Listen out for and make note of children's discussion between themselves</li> </ul> | <ul style="list-style-type: none"> <li>• Share different cultures versions of famous fairy tales.</li> <li>• To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li> <li>• Listening to stories and placing events in chronological order.</li> <li>• 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</li> <li>• Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</li> <li>• Can children make comments on the weather, culture, clothing, housing.</li> <li>• Change in living things – Changes in the leaves, weather, seasons,</li> <li>• Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>• After close observation, draw pictures of the natural world, including animals and plants.</li> <li>• Building a 'Bug Hotel'</li> <li>• Use Handa's Surprise to explore a different country.</li> <li>• Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</li> <li>• Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li> <li>• Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</li> <li>• Introduce children to significant figures who have been to space and begin to understand that these</li> </ul> |
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|                            | <p>regarding their experience of past birthday celebrations.</p> <ul style="list-style-type: none"> <li>• Long ago – How time has changed. Can talk about what they have done with their families during Christmas' in the past.</li> <li>• Show photos of how Christmas used to be celebrated in the past.</li> <li>• Compare animals from a jungle to those on a farm and in other countries.</li> </ul>                                                                                                                                                                                                                                                                  | <p>note and record the weather.</p> <ul style="list-style-type: none"> <li>• Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>• 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.</li> <li>• Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>• Use the BeeBots on simple maps. Encourage the children to use navigational language.</li> <li>• A dentist into visit and talk about maintaining healthy teeth.</li> </ul> | <p>events happened before they were born.</p> <ul style="list-style-type: none"> <li>• Can children differentiate between land and water.</li> <li>• Take children to places of worship and places of local importance to the community.</li> <li>• 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.</li> <li>• Spend time exploring change 4life to keep our bodies healthy.</li> </ul> |
| Expressive Arts and Design | <p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to produce a piece of art work each half term to be displayed for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p> | <p>Join in with songs; beginning to <b>mix colours</b>, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p><b>Firework pictures, Christmas decorations</b>, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations<br/>Role Play of The Nativity</p> <p>Picture of self, family, <b>house and colours</b>. Diwali – <b>diva cups</b>.</p> | <p>Use different textures and materials to <b>make houses for the three little pigs and bridges for the Three Billy Goats</b></p> <p>Making lanterns, <b>Chinese writing</b>, puppet making, Chinese music and composition<br/>Shadow Puppets</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>Pastel drawings, printing, observational drawing -Sun flowers<br/>Mother's Day crafts Easter crafts<br/>Home Corner role play</p> <p>Provide a wide range of props for play which encourage imagination.</p> <p><b>Observational drawing of spring flowers</b>, clay tile <b>castle</b></p> <p>Artist – Van Gogh – <b>starry night</b>, Mondrian <b>shapes</b>.</p> | <p><b>Symmetrical butterflies</b></p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Children will explore ways to protect the growing of plants by <b>designing scarecrows</b>. Life cycles. Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges <b>boats and transport</b>.</p> <p>Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p> <p><b>Observational drawing transport, minibeast collage. African art – creating masks.</b></p> <p>Artist – <b>The art of Eric Carle, Matisse</b> – paper minibeasts.</p> |

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|  | Artist – Picasso - <b>self portraits</b> ,<br>Kandinsky – <b>colour</b> . |  |  |
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| Early Learning Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Communication and Language                                                                                                                                                                                                                                                                                                                                                                                                                                               | Personal, Social and Emotional Development                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Physical Development                                                                                                                                                                                                                                                                                                                                                                                                                              | Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                           | Understanding the World                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Expressive Arts and Design                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions<br/>Make comments about what they have heard and ask questions to clarify their understanding<br/>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> | <p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br/>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br/>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> | <p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.<br/>Demonstrate strength, balance and coordination when playing.<br/>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> | <p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br/>Anticipate – where appropriate – key events in stories.<br/>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet</p> | <p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;<br/>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20,</p> | <p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.<br/>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br/>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate</p> | <p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br/>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives</p> |

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| <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> | <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> | <p>and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> | <p>recognising the pattern of the counting system; -</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p>environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> | <p>and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |
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|  | <p>Show sensitivity to their own and to others' needs.</p> |  |  |  | <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |  |
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