

## Our EYFS curriculum aims to support pupils to develop confidence and independence whilst also encouraging them to persevere in the face of challenge.

We recognise how important it is for children to learn through play and the majority of a child’s day in reception is spent doing this. (**In The Moment**). It is through this play that children make discoveries about themselves and the world around them but also where they learn to take risks. Some of these areas will then be enhanced by the adults within the provision (**Invitation To learn**). In addition to this we also have direct teaching time where adults directly teach new skills or knowledge for example in phonics, maths and reading (**Adult Learning**).

The role of the adult within In The Moment provision includes, modelling, questioning, challenging and guiding.

Through In The Moment learning, leaders construct a curriculum that is ambitious and designed to give children, the opportunity to lead their own learning, it is then during that ‘teachable moment’ that staff carry out the cycle of: assessment (always thinking about what it tells us), planning (responding by using appropriate strategies at the right moment to support children’s well-being and learning) and observation (alert to individual children) on a moment by moment basis. It allows children to make connections between home and school life, prior knowledge and new learning. It encourages children to explore their own ideas, fascinations and interests. In The Moment learning encourages children to build respectful relationships and communicate effectively with both peers and adults.

The core curriculum is coherently planned and sequenced. We use Little Wandle Letters and Sounds for phonics and White Rose for maths therefore children build on what they know and what they can do.

There is a sharp focus on ensuring that children acquire a wide vocabulary, enhancing this by completing Talk for Stories at the end of each day where vocabulary is a focus. Due to the school completing Nuffield Early Language Intervention (NELI) with the lowest 20%, children will be able to communicate effectively.

The school’s approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences by the end of reception. By following Little Wandle, we will ensure that our children secure a knowledge of phonics which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. Reading practice sessions take place 3x a week and focus on decoding, prosody and comprehension in order to crack the code.

The environment and staff within it, promotes and supports children’s emotional security and development of their character. It allows children to feel safe, secure and confident. Our consistent rules and routines promotes independence. Both indoors and outdoors the environments are carefully resourced to stimulate the children and spark their imagination. Our Invitations To Learn are well planned to ensure that the children are engaged in quality thinking and reasoning. In the classroom, a well-being area ensures children can express how they are feeling and they engage in activities to aide their feelings. A characteristics of learning board is displayed and referred to daily so that the children understand what type of learner they are.

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|  | **Autumn 1**  **All About Me!** | | **Autumn 2**  **Terrific Tales!** | **Spring 1**  **Amazing Animals (6wks 3 days)** | | **Spring 2**  **Come Outside!** | | **Summer 1**  **Ticket to Ride!** | | **Summer 2**  **Fun at the Seaside!** | |
| **General Themes** | **All About me!**  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 | | **Terrific Tales!**  Traditional Tales  Little Red Hen - Harvest  Gingerbread Man  Cinderella  The Nativity  At the Panto  Christmas Lists  Letters to Father Christmas | **Amazing Animals!**  Life cycles (wk6)  Safari (Wk7)  Animals around the world (wk2)  Down on the Farm (wk5)  Mini Beasts  Animal Arts and crafts (wk4)  Night and day animals (wk3) | | **Come Outside!**  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 Life cycles | | **Ticket to ride!**  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? | | **Fun at the Seaside!**  Under the sea  Off on holiday / clothes  Where in the world shall we go?  Send me a postcard!  Seasides in the past  Compare: Now and then!  Seaside art | |
| **Possible Texts** | Owl Babies  Once there were Giants  Hug  Stick Man  The Smartest Giant  The Colour Monster  The Rainbow Fish  Funny Bones  The Big Book of Families  Can’t you sleep little bear | | The Jolly Postman  Goldilocks  Farmer Duck  Hansel & Gretal  The Ugly Duckling  Traditional Tales  Christmas Story / Nativity  Rama and Sita  Shhhh  Rosie’s walk | The Very Hungry Caterpillar (wk6)  Aghh Spider!  Tiger who came to tea  Pig in the Pond  The owl who was afraid of the dark  Hairy Maclary  6 dinner Sid  Animalphabet (Wk 2)  Spinderella (Wk 1)  One Fox (Wk3)  Farmer Duck (Wk5)  Chinese new year (Wk4)  The Ugly Five (Wk7) | | The Tiny Seed  Oliver’s (wk3) Vegetables (wk1)  Jack and the Beanstalk  Jasper’s Beanstalk (wk2)  Tree, Seasons come and seasons go  A stroll through the seasons  The very hungry caterpillar (wk5 – new life)  Easter (wk6/7) | | The Snail and the Whale  The Way back Home  The Naughty Bus  Mr. Gumpy’s Outing Wk2  The Train Ride Wk1  Bob, The Man on the Moon  Beegu Wk3  Oi! Get off my train!  We’re going on a bear hunt  Whatever next Wk4  Lost and Found Wk5 | | At the beach Wk1  Lighthouse Keeper’s Lunch Wk3  What the ladybird head at the seaside. Wk2  Sharing a shell Wk 4  Grandad’s island Wk 5  Under the Sea Non – Fiction  P is for Passport  The Journey  Zoom  Passport to Paris  World Atlases  Tiddler Wk 6 | |
| **‘Wow’ moments** | Remembrance Day  Nurse / Firefighter visit  Harvest Time  Birthdays  Favourite Songs  Roald Dahl Day  Halloween  What do I want to be when I grow up? | | Guy Fawkes / Bonfire Night  Christmas Time / Nativity  Diwali  Hannukah  Black History Month  Remembrance day  Road Safety  Stories by the Fireside  World Space Week  Children in Need  Anti- Bullying Week | Chinese New Year  LENT  Valentine’s Day  Internet Safety Day | | Walk to the park / Picnic  Planting seeds  Mother’s Day  Queen’s Birthday  Eater Egg Hunt | | Post a letter  Food tasting – different cultures  Map work - Find the Treasure  Start of Ramadan  Eid  D-Day | | Visit to the beach  Under the Sea – singing songs and sea shanties  Fossil hunting  Father’s Day  Pirate Day  Ice – Cream at the park | |
| **See the source imageCOEL** | **Characteristics of Effective Learning**  **Playing and exploring:** - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning  **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.  **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. | | | | | | | | | | |
| **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: At Ankermoor Academy 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 ‘In the Moment Learning’. 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.’. EYFS Team* | | | | | | | | | | |
| **Our Values** | **High Expectations** | | **Respect** | **Responsibility** | | **Perseverance** | | **Trust** | | **Enjoyment** | |
| Hetty High Expectations is the best of the best! She knows how to set the highest of expectations in everything that she does. She always dresses smartly.  Once in school, she knows that she has the right attitude to set high standards for others to follow. All of her books are beautifully presented.  Hetty also realises that high expectations are key to other areas of school life, such as being sensible all around the school or showing children from other schools how to produce work of a high quality. | | Raheem Respect knows that looking after others and their feelings is really important. He always tries hard to listen when people are talking to him and knows he might hear something important when others are giving him instructions. He loves to play and knows how important it is to take turns. He always looks after toys and equipment so that they are ready to be used and shared with others.  He is also very polite - never forgetting to say ‘Please’ and ‘Thank you’.  Raheem feels sad if people show disrespect to others or to equipment in school. He is a true respect ambassador. | Rita Responsibility is a value you can trust. She knows that it is important to look after her property and other people’s when using it.  To be a responsible individual, she considers three key thoughts: her actions; her words and her choices. She knows that her actions, words and choices can have an impact on the people around. She doesn’t like letting people down by being late.  Rita has very sensitive ears. They listen carefully to instructions so she can follow them or ask politely for help. | | Peter Perseverance loves giving something new a try. Sometimes it is hard work. However, he knows how good it feels when you give it a go.  Peter knows that perseverance might not always be easy and he might make a mistake, or two, or three. It’s all part of the process.  Peter is kind to others and recognises when they might be finding it hard to give it a go. Therefore, he helps them by leading the way, waving his ‘Give it a Go’ flag!  He knows he will never be good at everything but will always persevere and give it a go! | | Trust is a key value in school and something that is essential when forging relationships later in life. Tabby knows that building a relationship is a really big deal. For a relationship to become effective, you have to build trust. Tabby knows that this could be with a friend, a parent or a trusted adult.  A key area of trust is openness and honesty.  Tabby always wears her heart on her sleeve and isn’t afraid to show her emotions and share her feelings with those who care. She has a really big heart and hates being let down by other people.  If the trust is broken then it is extremely hard to get back – she never forgets this! | | You can recognise Eddie Enjoyment by his big smile. It spreads across his face as he tries to Think Positive, Talk Positive and Feel Positive!  Eddie has lots of things he enjoys doing and he loves talking about what they are and how they make him feel. He also loves to listen to what others enjoy doing because he understands that different people enjoy doing different things.  He’s a graceful winner and loser and understands that it’s all about having fun!  Eddie knows that not all children enjoy school so he tries to be as positive as possible – his glass is always half-full and never half-empty and that tastes great! | |
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| **Communication and Language** | The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**. Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.** | | | | | | | | | | |
| **Personal, Social and Emotional Development** | Children’s personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary**. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating, and manage personal needs** independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children **can achieve at school and in later life**. | | | | | | | | | | |
| **‘Who am I and how do I fit in?’**  Help others to feel welcome in class  Care about other people  How to work with others | **‘Celebrating differences’**  Accept that everyone is different  Looking at different celebrations | | | **‘Dreams and goals’**  New Years Resolutions  Staying motivated  Perseverance | | **‘Healthy me’**  Eating a healthy, balanced diet  Healthy relationships | | **‘Relationships’**  What makes a good friend?  Show respect to others | | **‘Changing me’**  Looking forward to change and September  Can express how they feel when change happens |
| **Physical Development** | Physical activity is **vital** in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child’s strength, co-ordination and positional awareness.** By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.** | | | | | | | | | | |
| **Literacy** | It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) | | | | | | | | | | |
| **Comprehension** | Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book  Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. | | Retell stories related to events through acting/role play. 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.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Enjoys an increasing range of books | Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to Little Wandle. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read | | Information leaflets about animals in the garden/plants and growing.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Timeline of how plants grow.  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  They develop their own narratives and explanations by connecting ideas or events | | Stories from other cultures and traditions  Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.  Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.  Role play area – book characters | | Can draw pictures of characters/ event / setting in a story  Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  Make predictions  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.  Sort books into categories. | |
| **Word Reading** | Phonic Sounds: Phase 2  Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.  Help children to read the sounds speedily. This will make sound-blending easier  Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge | | Phonic Sounds: Phase 2  Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. For exception words such as ‘the’ and ‘was’, help children identify the sound that is tricky to spell. | Phonic Sounds: Phase 3  Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.  Help children to become familiar with letter digraphs/trigraphs, such as ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘feet’, ‘storm’, ‘night’. | | Phonic Sounds: Phase 3  Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.  Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.  Children should not be required to use other strategies to work out words. | | Phonic Sounds: Phase 4  Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.  Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’. | | Phonic Sounds: Phase 4  Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  Transition work with Year 1 staff | |
| **Writing** | Texts as a Stimulus:  Nursery Rhymes  Label characters  Giraffes cant Dance (Wishing tale) – Create an I wish picture / 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. Names Labels. Captions Lists Diagrams | | Texts as a Stimulus:  The Little Red Hen (Journey story)  Sequence the story  Speech bubbles  The Three Billy Goats Gruff (Defeat Monster)  Create a wanted poster to catch the troll  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 | Texts as a Stimulus:  Owl Babies (Tale of Fear)  CVC words / simple sentence writing using high frequency words  The Sleepy Bumblebee (Cumulative) Labels and simple captions  Mini beasts – Animal Fact File – Compare two animals  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. | | Texts as a Stimulus:  Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles  Hungry Caterpillar - (Cumulative) Describe foods / adjectives  Healthy Food – My Menu / Bean Diary  Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story.  Labels and captions – life cycles Recount – A trip to the park  Character descriptions.  Write 2 sentences | | Texts as a Stimulus:  Mr Gumpy’s Outing (Cumulative)  Report about the animals falling into the water  Handa’s Surprise (Journey story)  Retell the story in own words / reverse the journey  Describe each animals  Write new version  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 | | Texts as a Stimulus:  Big Blue Whale (Information Text)  Write facts about whales  Write a postcard / diary writing  My Holiday – recount  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 description – Rainbow Fish  Write three sentences – B, M & E. | |
| **Maths** | 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. | | | | | | | | | | |
| Match and sort  Make comparisons  Explore pattern  Representing numbers to 5  1 more or 1 less  Representing, comparing & composition of numbers 1,2,3  Positional language | | | | Introducing 0  Comparing & composition of numbers 4/5  Combining 2 amounts  Counting to 9 & 10  Combining numbers to 10  Number bonds to 10 | | | | Build numbers beyond 10  Adding more  Taking away  Doubling  Sharing | | |
| **Understanding the World** | Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | | | | | | | | | | |
| Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. **Talk about the lives of people around them and their roles in society. Know similarities between past and present. Use stories to learn about the past.**  Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. **Name and describe people who are familiar to them.**  Read fictional stories about families and start to tell the difference between real and fiction. **Talk about members of their immediate family and community.** Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.  Introduce children to different occupations and how they use transport to help them in their jobs.  Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations. | | Can talk about what they have done with their families during Christmas’ in the past.  Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.  Share different cultures versions of famous fairy tales. **Know similarities and differences between life in this country and different countries.**  To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. | Listening to stories and placing events in chronological order.  What can we do here to take care of animals in the jungle?  Compare animals from a jungle to those on a farm.  Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.  **Nocturnal Animals Making 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. Explore natural world – making observations and drawings of animals and plants.** | | 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.  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.**  Can children make comments on the weather, culture, clothing, housing.  **Change in living things – Changes in the leaves, weather, seasons,**  Explore the world around us and see how it changes as we enter Summer. | | Use Handa’s Surprise to explore a different country.  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.  Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.  Use bee-bots on simple maps. Encourage the children to use navigational language.  Can children talk about their homes and what there is to do near their homes?  Look out for children drawing/painting or constructing their homes.  Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.  **Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?**  Introduce the children to NASA and America.  Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.  Can children differentiate between land and water. | | To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.  Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.  **Materials: Floating / Sinking – boat building Metallic / non-metallic objects**  Seasides long ago – Magic Grandad  **Share non-fiction texts that offer an insight into contrasting environments.** | |
| **Expressive Arts and Design** | The development of children’s artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.  Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | | | | | | |
|  | Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.  Sing call-and-response songs, so that children can echo phrases of songs you sing.  Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did.  Provide opportunities to work together to develop and realise creative ideas.  Superhero masks. | Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats  Listen to music and make their own dances in response.  Castle models  Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems   The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.  Role Play Party’s and Celebrations Role Play of The Nativity | | Designing homes for hibernating animals.  Collage owls / symmetrical butterflies  Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.  Making lanterns, Chinese writing, puppet making, Chinese music and composition  Shadow Puppets  Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. | | Make different textures; make patterns using different colours  Children will explore ways to protect the growing of plants by designing scarecrows.  Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers  Mother’s Day crafts Easter crafts Home Corner role play  Artwork themed around Eric Carle / The Seasons – Art  Provide a wide range of props for play which encourage imagination. | | Design and make rockets. Design and make objects they may need in space, thinking about form and function.  Learn a traditional African song and dance and perform it / Encourage children to create their own music.  Junk modelling, houses, bridges boats and transport.  Exploration of other countries – dressing up in different costumes.  Retelling familiar stories Creating outer space pictures  Provide children with a range of materials for children to construct with. | | Sand pictures / Rainbow fish collages  Lighthouse designs  Paper plate jellyfish  Puppet shows: Provide a wide range of props for play which encourage imagination.  Salt dough fossils  Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.  Colour mixing – underwater pictures.  Father’s  Day Crafts | |
| **Early Learning Goals – for the end of the year - Holistic / best fit Judgement!** | | | | | | | | | | | |
| **Communication and Language** | **Personal, social, emotional development** | **Physical**  **Development** | | **Literacy** | | **Maths** | | **Understanding the World** | | **Expressive arts and design** | |
| **ELG: Listening, Attention and Understanding**  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions  Make comments about what they have heard and ask questions to clarify their understanding  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers  **ELG: Speaking**  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | **ELG: Self-Regulation**  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **ELG: Managing Self**  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  **ELG: Building Relationships**  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers;.  Show sensitivity to their own and to others’ needs. | **ELG: Gross Motor Skills**  Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  **ELG: Fine Motor Skills**  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paint brushes and cutlery.  Begin to show accuracy and care when drawing. | | **ELG: Comprehension**  **Demonstrate** understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate – where appropriate – key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  **ELG: Word Reading**  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  **ELG: Writing**  Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others. | | **ELG: Number**  Have a deep understanding of number to 10, including the composition of each number;  Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  **ELG: Numerical Patterns**  Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | **ELG: Past and Present**  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling.  **ELG: People, Culture and Communities**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  **ELG: The Natural World**  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | **ELG: Creating with Materials**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.  **ELG: Being Imaginative and Expressive**  Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | |