

## Whitley Park Reception Curriculum Sequence. Helping children to know and remember more

### **Intent:**

It is our intent to ensure that children in the Early Years Foundation Stage at Whitley Park “learn and develop well and are kept healthy and safe.” We aim to support children to build knowledge and skills in order to lay secure foundations for future learning and development. In accordance with our school values: **Aspire, Believe, Achieve** we aim for our children to have high aspirations for themselves as learners, to develop a sense of personal pride in achievement, and to believe by having an ‘I can’ and ‘I will’ attitude. We believe that enjoyment through an engaging and purposeful Early Years provision promotes aspiration, belief and achievement. We offer a curriculum based on the educational programmes in the EYFS statutory framework which are rich in memorable experiences and work hard to provide a stimulating learning environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. We consider which themes, stories and experiences excite our children, and which produce the most powerful learning in terms of building children’s communication, vocabulary, knowledge and skills within the Prime and Specific areas of learning. We also remain flexible enough to respond to children’s interests and pride ourselves on designing the curriculum to promote interest, challenge and curiosity. It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent and to interact positively with each other. We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based.

Historical data tells us that many of our children enter school with much lower than expected levels in Communication and Language and so we respond by planning an environment and provision rich in opportunities to develop language and vocabulary to enable our children to communicate more effectively in order to make progress across all areas of learning. Aiming to reduce the language gap and to improve children’s oracy skills lies at the heart of everything we do.

### **Implementation:**

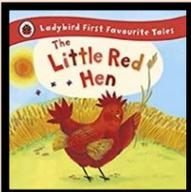
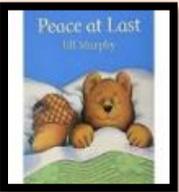
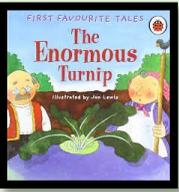
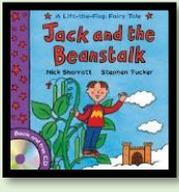
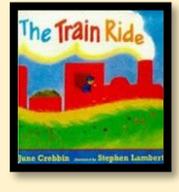
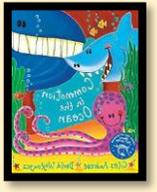
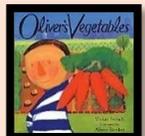
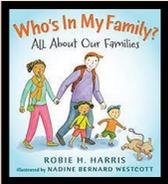
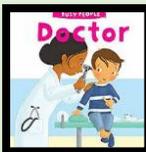
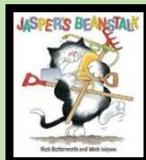
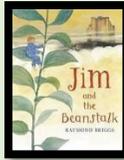
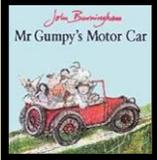
We meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage effective Sep’21 and actively safeguard and promote the welfare of all of our children. We prioritise creating a ‘language rich’ environment through the use of core songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics in the RWInc programme. Children learn core number rhymes and develop their mathematical thinking through direct teaching and exploration. We use the White rose maths scheme to support our planning and want our children to become confident mathematicians who can apply what they have learnt to real life experiences. Our outdoor provision enables our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. Children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. We plan core texts as a basis for topic planning and progression of knowledge and skills. We have carefully considered which other books promote enjoyment, knowledge and vocabulary extension to support children’s speech, language and communication development. Our topics are enriched with classroom enhancements, trips and visitors. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children’s education. We work hard to create strong partnerships between home and school. Parents receive topic overviews each half term to inform them of what their child is learning each half term. We now use Tapestry to enable parents to engage in their child’s learning and share experience from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of observations and in-depth knowledge of the children acquired through our interactions with our children. Ongoing observations and assessments are used to inform planning and next steps in teaching and learning for all children throughout their time in the EYFS.

### **Impact:**

Our curriculum and its delivery ensure that children, from their own starting points make strong progress. Children develop their characteristics of learning and are able to apply their knowledge and skills learnt to a range of situations. Children become more confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. They are happy and settled and demonstrate eagerness to learn more. During their time with us children make good progress towards the national expectation for a good level of development at the end of the reception year. Children also make rapid progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

We believe that the strong progress children make in The Early years is due to our carefully planned environment, enriched play-based and language rich curriculum, passion of staff team and the rigour of assessment to inform future planning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Once upon a Story						
Topics	Healthy Me	Day, night and celebrate	Community	New life	Journeys	In the garden & under the sea
Some of our Core texts from our Reading Spine	 	 	 	 	 	 
Rhymes, songs and poems	<p>I have 2 eyes to see with The Body song Heads shoulders What do you like for breakfast Don't drop litter Little Red Hen song Old Macdonald</p>	<p>1,2 Buckle my Shoe 10 in the Bed Hey Diddle Diddle 5 Little men in a flying Saucer 5 Little Monkeys The owl/ Squirrel song Festive songs/rhymes</p>	<p>Miss Polly had a Dolly She'll be coming around the Mountain Pet song-I'm a bird and I live in a nest 5 little firemen Brush, brush, brush 999, Emergency</p>	<p>Row your Boat 10 Green Bottles Little Peter Rabbit Mary, Mary 5 eggs and 5 A Tiny Seed was sleeping</p>	<p>This Old Man 10 Fat Sausages Grand old Duke of York Wheels on the bus Down at the station I went to visit a farm one day Row your Boat</p>	<p>1,2,3,4,5 once I caught a fish Alive Incy Wincy Spider Little Miss Muffett There's a tiny caterpillar The ants go marching</p>
Main themes: Building Knowledge	<p>My favourites My family/home My school/friends My Town Harvest My senses/feelings My pets / farm animals' characters from story</p>	<p>Signs of Autumn Nocturnal animals Diwali celebrations Night and Day Bonfire night Halloween Festive celebrations traditions/long ago</p>	<p>Winter weather People who help us to keep us safe &amp; healthy, Buildings and features in my local community Doctor, dentist, emergency services</p>	<p>Signs of Spring Growing Life Cycles Babies and growing Caring for pets Where was I born? Where do my family originate from?</p>	<p>Types of transport Journeys and Maps Road safety Africa Wild animal facts Animal climates Animals and young</p>	<p>Minibeasts life cycles Under the sea Summer safety Holidays, and day trips Maps and Globe Changing and growing Old and New</p>

## Communication and Language Development

Educational Programme	Communication and Language Development						
	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.						
Essentials	Healthy Me	Day/Night/Celebrate	Community	New Life	Journeys	Garden and Sea	Early Learning Goals
<p>Establish routines for speaking and listening</p> <p>MTYT</p> <p>TTYP</p> <p>Eye contact</p> <p>Talk partners</p> <p>Voice 21</p> <p>discussion guidelines</p> <p>Good listening</p> <p>Tuning into sounds and new words</p> <p>picture prompts</p> <p>Circle time</p> <p>Show and tell</p> <p>Volume</p> <p>Clarity</p> <p>Colourful semantics</p> <p>Chatty chair</p> <p>Perform</p> <p>Model back standard English: eg: I aint-I am not</p> <p>Wa-er-water</p> <p>Model and expect high expectations</p> <p>manners and social phrases throughout day</p> <p>expect response-good morning</p>	<p>Develop confidence to communicate needs &amp; interests</p> <p>Begin to take turns in conversation</p> <p>Able to follow simple 2 part instruction</p> <p>Joins in and remember some familiar songs /rhymes.</p> <p>Understand ‘who’ what doing’ where questions using Colourful Semantics as scaffold</p> <p>Show interest in learning new vocabulary (fishing net words)</p> <p>Begin to describe own experiences supported with gestures/adults scaffolding ideas- My family, senses, Favourites, summer bag, favourites</p> <p>Makes sense of new vocab used in classroom &amp; school</p>	<p>Greater confidence to engage in short back and forth conversations</p> <p>Makes comments and observations during play- understands how &amp; why questions</p> <p>Anticipates key events/celebrations using some time related vocabulary</p> <p>Can talk about different festivals celebrations</p> <p>Begin to ask more questions/show curiosity</p> <p>Express their ideas and feelings about their experiences.</p> <p>Compare using vocabulary of same and different. Uses familiar vocab associated with classroom &amp; school</p>	<p>To talk about the role of healthy food and exercise in staying healthy.</p> <p>Show interest/asks questions when learning new knowledge &amp; vocab using non-fiction</p> <p>To be able to talk about how different people help us.</p> <p>Learning to listen and follow instructions with greater accuracy</p> <p>Further development of vocabulary and pronunciation</p> <p>difference between sounds./meaning of new words</p> <p><i>Listening and remembering sounds</i> (auditory memory and sequencing)</p> <p>Connect ideas.</p> <p>Colourful semantics</p> <p>Sentence of week</p>	<p>To describe familiar texts with more detail and uses connectives and begins to justify thoughts</p> <p>asks questions about familiar aspects of their environment and their learning.</p> <p>know different features of texts.</p> <p>Talk more confidently about why things happen</p> <p>uses vocabulary learnt.</p> <p>Articulate ideas in improved formed sentences. Talks about some past events-‘When I was a baby’ with more clarity</p> <p>expression More familiar with the language and sequence of rhymes and songs taught</p>	<p>. To be able to talk about different experiences related to travel.</p> <p>To talk about where they might like to explore in the future</p> <p>Uses tenses with more accurately In conversations</p> <p>Listen to others with increasing interest and respond with own thoughts-do they agree/disagree</p> <p>Ttalk about some wild animal facts with some clarify/ expression using longer sentences</p> <p>Practise talk about their own knowledge to perform at end of topic-Makes good eye contact and uses tone and pitch of voice more effectively</p>	<p>To engage in meaningful conversations with others taking turns in conversation</p> <p>Explain why things might happen</p> <p>Increasingly able to answer how and why questions</p> <p>Talk more about own thoughts and feelings when re capping on previous learning/ when finding out</p> <p>Able to speak in full sentences with increasing accuracy when using plurals e.g. run instead of ‘runned’.</p> <p>Uses wider vocabulary in everyday conversations with more fluency and use of correct tenses</p>	<p><b><u>Listening and Understanding.</u></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 interaction.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <b><u>Speaking.</u></b></p> <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. 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>

## Personal Social and Emotional Development

### Educational Programme

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.

### Essentials

Therapeutic approach/ conflict resolution MTYT Kindness Manners Mutual respect and empathy Tolerance Considerate Good listener Follow the rules Part of a class- togetherness, shared goals Aspire. Believe, Achieve Being a good friend-buddy's Being helpful- helpers of the day Manages personal needs- ensure hygiene encouraged, tissues, modelling toilet rules, washing hands, removing jumpers when hot Drinking water throughout day- adults to monitor chn drinking enough Ventilate rooms	Healthy Me	Day/Night/Celebrate	Community	New Life	Journeys	Garden and Sea	Early Learning Goals
	Understand how it feels to belong (school and family) and that we are similar and different Recognise and manage own feelings and recognise when a peer is upset Enjoy working with others to make school a good place to be Understand why it is good to be kind and use kind hands/feet Understand children’s rights – meaning that we should all be allowed to have a voice and to learn and play harmoniously Understand what it means to be responsible -Learn song ‘don’t drop litter’ to establish class rules Seek help-finding an adult when needed for reassurance Joins an adult when asked to do so for an activity. Manages own coat and beginning to organise belongings. Able to use toilet-mostly independently	Understand that celebrating different festivals /traditions makes us all special Know we are all different but the same in some ways-Say how to be a kind friend Know which words to use to stand up for myself when someone says or does something unkind Identify something Say what I am good at and understand everyone is good at different things Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. Use the toilet independently and wash their hands well, knowing why this is important Learn to undress independently for P.E., with help for fastenings and organising belongings Enjoys joining in at Christmas performance	Share home experiences from festive celebrations and think about New Year resolutions-how can I become a better me? Learn about and understand there are people who help us to keep safe and healthy Show interest and curiosity when engaged with visitors e.g. fire service Know how to make friends to stop myself being on my own Think of ways to solve problems with friends Understand the impact of unkind words Use Calm down time/reflection/conflict resolution to manage my feelings Know how to be a good friend Developing greater independence when managing lunch time routine and growing importance of healthy eating	Understand that if I persevere I can tackle challenges Talk about/share experiences of a time I didn’t give up until I achieved my goal-when I was a baby I learned to crawl/talk know what it means to feel proud Set a goal and work towards it Can use kind words to encourage people Understand the link between what I learn now and the job I might like to do when I’m older Learn about school motto on our jumpers Aspire/Believe/ Achieve Show care when looking after pets/living eggs, chickens. Buzz etc Show care and interest when growing a bean/seed and when exploring garden Link events (in books, real life etc) with feelings and discuss them, e.g. <i>She is angry that he snatched the toy</i>	Name some things I can do and foods I can eat to be healthy Understand that I need to exercise and rest to keep my body healthy Know which foods are healthy and not so healthy and can make healthy eating choices Know the importance of cleaning my teeth Know how to help myself go to sleep and understand why sleep is good for me Can wash my hands and understand why this is important especially before I eat and after I go to the toilet Show understanding of need to keep safe when walking outside-road safety awareness and when going out on class farm visit Begin to solve small conflicts through speaking to each other and being assertive,	Know what a stranger is and how to stay safe if a stranger approaches me Developing greater independence and awareness of health and hygiene to keep me safe and healthy Uses toilet independently Knows to walk safely, staying on the left when walking round school Remembers to take off jumper and to drink water when feeling hot Can share my memories of my favourite times this year in Reception and reflect on what I can do now compared with what I couldn’t do before  Can express how I feel about moving to Year 1	<p><b>Self Regulation</b> 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</p> <p><b>Managing Self</b> 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</p> <p><b>Building Relationships</b> 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’ need</p>

## Physical Development

**Educational Programme** Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Essentials	Healthy Me	Day/Night/Celebrate	Community	New Life	Journeys	Garden and Sea	Early Learning Goals
<p>Provide lots of opportunities to mark make inside and out</p> <p>Teach drawing skills</p> <p>Lines and circles</p> <p>Outlines and colouring in shapes/spaces</p> <p>Opportunity to roll, knead, scrunch, flick, pick up small objects</p> <p>Left to right mazes</p> <p>Tracing/cutting</p> <p>Gross motor- balancing/stretching/running/jumping/hopping/crawling/pushing/pull exercise</p> <p>Dance</p> <p>Yoga</p> <p>Sticky kids</p>	<p><b>Gross Motor</b></p> <p>Lining up games</p> <p>Taking turns/working together</p> <p>Start/stop games</p> <p>Fast/slow</p> <p>Catching large ball</p> <p><b>Fine Motor Skills:</b></p> <p>Develop effective</p> <p>Effective pencil grip</p> <p>Manipulates a range of tools</p> <p>Uses a spoon or fork to eat</p> <p>Has developed a dominant hand</p> <p>Beginning to apply appropriate pressure</p> <p>Draws lines and circles</p> <p>Model and practise drawing lines/circles/shapes</p> <p>My face/body</p>	<p><b>Gross Motor</b></p> <p>Moves with more confidence-</p> <p>Agility</p> <p>Balance</p> <p>hopping</p> <p>Co-ordination games</p> <p>throwing at a target using diff equipment</p> <p>Partner games- throwing catching beanbags</p> <p><b>Fine Motor Skills:</b></p> <p>Begin to write letters with anti-clockwise movement</p> <p>Hold/ uses scissors with greater dexterity</p> <p>Effectively Make snips in paper</p> <p>Uses a spoon or fork to eat with increased control and independence. .Draws simple pictures which can be recognised by themselves and others,</p>	<p><b>Gross Motor</b></p> <p>Safe use of equipment</p> <p>Jumping on</p> <p>Travelling across</p> <p><b>Fine Motor Skills:</b></p> <p>Begin to write letters on a line</p> <p>Hold scissors effectively</p> <p>to cut along a straight line</p> <p>Model and practise drawing lines/circles/shapes</p> <p>Buildings and people</p>	<p><b>Gross Motor</b></p> <p>Moves confidently in a range of ways;</p> <p>develop skills including rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</p> <p><b>Fine Motor Skills:</b></p> <p>Write ascenders and descenders above and below the line.</p> <p>Hold scissors effectively</p> <p>to cut a wavy or zig zag line</p> <p>Model and practise drawing lines/circles/shapes/ tracing</p> <p>Add detail to drawings such as eyelashes or windows to buildings</p>	<p><b>Gross Motor</b></p> <p>ball skills</p> <p>throwing/catching</p> <p>/aiming</p> <p>Football and tennis in basic form</p> <p><b>Fine Motor Skills:</b></p> <p>Begin to regulate the size and spacing of letters and write ascenders and descenders above and below the line.</p> <p>Hold scissors effectively</p> <p>to cut around an outline</p> <p>Adds detail to drawings and use of colour</p> <p>can colour within the lines</p>	<p><b>Gross Motor</b></p> <p>Team games</p> <p>Running</p> <p>Races, hurdles, relay</p> <p>Sports Day</p> <p><b>Fine Motor Skills:</b></p> <p>Hold scissors effectively</p> <p>to cut around an outline while the turning the paper with the other hand.</p>	<p><b>Gross Motor Skills</b></p> <p><b>ELG</b> - Negotiates space and obstacles safely, with consideration for themselves and others.</p> <p><b>ELG</b> - Demonstrates strength, balance and coordination when playing.</p> <p><b>ELG</b> - Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing. -</p> <p><b>Fine Motor Skills</b></p> <p><b>ELG</b> - Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><b>ELG</b> - Uses a range of small tools, including scissors, paintbrushes and cutlery.</p> <p><b>ELG</b> - Begins to show accuracy and care when drawing</p>

# Literacy-Reading

**Educational Programme** 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.

Essentials	Healthy Me	Day/Night/Celebrate	Community	New Life	Journeys	Garden and Sea	Early Learning Goals
<p>Provide Lots of opportunities to (Fred Talk) throughout day Staff to wear aprons to utilise opportunity to revisit sounds throughout day Teach RWI hand signals Team Stop, MTYT, TTYP Class reading files Book corner to house stories read throughout term Model and encourage looking at books and show interest in vocabulary 'Catch a word' finding out meaning of unfamiliar words Model story language in story table play. Rhyme and song time daily Poems Words of the week to explore new vocabulary Care for books</p>	<p><b>Word Reading</b> RWInc Learn to read individual letter sounds for the first half of set 1 sounds. m, a, s, t, d, p, g, o, c, k, u, b, f, e blend sounds into words to read 2- and 3-sound words using learnt letter/sound correspondences. Identify an object when by initial sound. Clap the syllables in words. <b>Introduces Red words:</b> <b>I, said, the</b> <b>Comprehension</b> Hold books carefully, turn pages one-by-one Identify the front cover, pages, back cover, title, author, blurb understands that text runs left to right and top to bottom join in with repeated refrain; 'not I said the...' re tell a familiar story; learn and use vocabulary in everyday learning understands vocabulary-setting, character. Beginning, end, favourite</p>	<p><b>Word Reading</b> RWInc Learn: m, a, s, t, d, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, q, x, ng, nk Read some CVC green word cards 1.1, 1.2, 1.3 Recognise and use rhyme, beginning to identify pairs/groups of rhyming words Orally blend words with more sounds, e.g. sand, stop, Can identify the initial sound of a word and say other words that begin with a given sound Know the difference between a sound, letter and a word <b>Red words:</b> <b>I, said, the, she, to, go, me, we</b> <b>RWI expectation:</b> <b>Know all set 1 sounds</b> <b>Comprehension</b> answers questions about story Predicts and sequences main events of a story</p>	<p><b>Word Reading</b> RWInc Know Set 1 sounds knows special friends, sh, th, ch, qu, ng, nk blend sounds to read words/short Ditties/captions e.g. 'cat and dog' or 'it is a hat' Begin to continue a rhyming string. Use Fred fingers to identify how many sounds are in a word. <b>Red words</b> <b>he, she, be, no, my</b> Begin to recognise and read some of the taught red words within a caption, eg 'I go to bed'. <b>Comprehension</b> Responds to questions about a text or story that demonstrates understanding Make predictions about events in the story. Seek familiar texts or stories to re-read in the book area</p>	<p><b>Word Reading</b> RWInc blend sounds to read words; read short Ditties Use Fred fingers more confidently to identify how many sounds are in a word. Identify special friends in words of 3 or 4 – 'shop/chop' sounds and use Fred Talk to read them Begin reading words using "Fred in your Head" Begin to read alien words continues a rhyming string. <b>Red words</b> <b>he, she, be, no, my</b> <b>RWI expectation:</b> <b>Read red story books</b> <b>Comprehension</b> Use modelled story language during imaginary play and discussions about stories Request favourite stories and poems for example 'Vote for a story</p>	<p><b>Word Reading</b> RWInc Build fluency with reading words containing set 1 sounds Read red reading books Begin to read words of more than one syllable Sort real and Alien words- Odd/Bob Say a rhyming string <b>Red words – are, said, your, like, was</b> <b>Comprehension</b> Begin to re-tell familiar stories Engages with fiction and non-fiction/ other reading materials with increasing interest and concentration drawing on their phonic knowledge to decode words. Shows curiosity to find/ learn new vocab and knowledge and increasingly uses wider vocab in back and forth conversation</p>	<p><b>Word Reading</b> RWInc Identify all set 1 and some set 2 digraphs: 10 expected for ELG: sh, th, ch, ng, nk, ay ee, igh, ow, oo Use Fred fingers to segment and read words Read sentences in books with more fluency <b>Red words</b> <b>some, come, they, there, so, do</b> <b>RWI expectation:</b> <b>Read green story books.</b> <b>Comprehension</b> Demonstrate understanding of stories by predicting and answering questions whilst giving reasons for their answers. express opinions about events and characters in stories, e.g. good and bad characters.</p>	<p><b>Word Reading:</b> Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <b>Comprehension:</b> Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate – where appropriate – key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. - share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p>

## Literacy-Writing

Educational Programme	Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).						
Essentials	Healthy Me	Day/Night/Celebrate	Community	New Life	Journeys	Garden and Sea	Early Learning Goals
<p>EMT Learn to write name using correct formation Progress to c-v-c, then short sentence Opportunities to 'write' in all areas of provision-role play/ message centre/labels and captions etc. Adults to model at every opportunity Writing areas set up and enhanced throughout year to include children's interests. Provide prompts to encourage writing attempts: photos/artefacts and range of frames: speech bubbles maps, tickets, lists, invitations, postcards etc. Range of tools to and sensory experiences to make marks Scaffolds in place-sound mats, green and red words Prompts in provision</p>	<p>Learn to form letters with correct formation Makes a good attempt to copy/write own name in a way that they or others can recognise. Discuss the marks they make, e.g. "this is a car" Lots of opportunities to write labels. lists or captions in imaginative play <b>Talk for Writing:</b> Use a story map to re-tell a story of Little Red Hen characters and setting Attempts to write label or caption Such as 'Not I' and c-v-c animal characters from story p-i-g c-a-t d-o-g</p>	<p>Attempts Lists /cards/invitations/ labelling using phonic knowledge Features of a card- Attempts/copies To..... and Love from..... Features of a letter to post at Christmas inviting parents to performance Writing CVC words with some accuracy Handwriting EMT-letter formation <b>Talk for Writing:</b> Developing a story map as a class sequencing a story</p>	<p>Writing a short caption Learn to apply finger spaces Labels Speech bubbles postcards Writing a short caption Handwriting-letter formation <b>Talk for Writing:</b> Use class story map to re-tell a story of Enormous Turnip Introduce using expression when telling a story creating a story board</p>	<p>Memories Message station Message in Mother's Day/Easter card Shopping lists -Mr Wolf's Pancakes Write their name with most letters formed correctly. Has developed further control over size, orientation and pressure Handwriting EMT-letter formation <b>Talk for Writing:</b> Jack and Beanstalk draw own story map. Write a speech bubble-'mum felt cross' 'Jack felt sad' alphabet. Write VC/CVC words that can be read by themselves or others.</p>	<p><b>Introduce capital letters</b> Non-fiction reports Labelling animals Reports Introduce capital letters  Non-fiction reports Tickets Maps Handwriting-letter formation  <b>Talk for Writing:</b> Journey story Editing a story board Innovate a story as a class Non-fiction books</p>	<p>Non-fiction report Recount Letters Rhyming couplets Designs Rhyming couplets Non-fiction report Recount postcards Handwriting-letter formation  <b>Talk for Writing:</b> Invent own story by editing the story map of a familiar one Poetry -recite poem from Commotion in Ocean</p>	<p><b>Writing.</b> 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.</p>

## Mathematical Development

**Educational Programme** 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.

Essentials	Healthy Me	Day/Night/Celebrate	Community	New Life	Journeys	Garden and Sea	Early Learning Goals
<p>Develop a deep understanding of numbers to 10, Plan for Maths opportunities in all areas of provision Adults to model positive approach-Maths Self-register daily onto 10 frames Maths area and Maths board-number of week Daily Maths baskets Daily opportunities to count at register, snack, lunch, when lining up Daily opportunity for number songs and rhymes, to use concrete, pictorial resources before lots of games to subitise and to recognise patterns within the number system. Include books in classroom spine</p>	<p><b>White Rose Maths</b> <i>Getting to know you Just like me</i></p> <ul style="list-style-type: none"> <li>Settling in and baseline</li> <li>Sorting and matching</li> <li>Comparing amounts</li> <li>Comparing size, mass and capacity</li> </ul> <p>Exploring pattern <b>Daily counting to 10 and beyond</b> Regular opp for subitising-dice flashcards <b>Stories to support</b> Noah's Ark (Match) Monkey Puzzle (Match) Simon's Sock The Button box (sort) A Squash and a Squeeze The Enormous Turnip We're going on a Bear Hunt Elmer Rainbow fish My mum and dad make me laugh – Nick Sharrat</p>	<p><b>White Rose Maths</b> <i>It's me 1, 2, 3! Light and dark</i> Introducing 0-5</p> <ul style="list-style-type: none"> <li>Representing and comparing 1, 2, 3</li> <li>Composition of 1, 2, 3</li> <li>2D shape</li> <li>Spatial awareness</li> <li>1 more/1less</li> <li>Comparing shapes – digging deeper</li> <li>Night and Day/Time</li> </ul> <p><b>Daily counting beyond 10.</b> Practice counting back from 10-count down to rocket taking off. Regular opportunity for subitising-dice /other flashcards <b>Stories and rhymes</b> My hat it has 3 corners 3 Blind mice Pete the cat and his four groovy buttons – Eric Litwin Bear in a square Pete the cat and his four groovy buttons – Eric Litwin Counting rhymes with 5</p>	<p><b>White Rose Maths</b> <i>Alive in 5! Growing 6, 7, 8</i></p> <p>Introducing 6-10</p> <ul style="list-style-type: none"> <li>Comparing mass and capacity</li> <li>Making pairs</li> <li>Combining 2 groups</li> <li>Length and height</li> <li>Time</li> <li>Number bonds to 10</li> <li>3D shape</li> <li>Patterns</li> </ul> <p><b>Daily counting to 20 and beyond</b> Regular opportunity for subitising-dice /other flashcards <b>Stories and rhymes</b> I like my Spotty socks 5 little monkeys climbing up the tree Number formation songs Who sank the boat Room on Broom Squash and Squeeze Anno's counting book Six dinner Sid</p>	<p><b>White Rose Maths</b> <i>Building 9 and 10</i> Consolidation</p> <ul style="list-style-type: none"> <li>Length and height</li> <li>Time</li> <li>Number bonds to 10</li> <li>3D shape</li> </ul> <p>Patterns <b>Daily counting to 20 and beyond</b> Focus on one more /less than given number to 10 Regular opportunity for subitising-dice /other flashcards <b>Stories and rhymes</b> Titch Tall-J Aldborough Jack and Beanstalk Pattern Fish Nine naughty Kittens 10 black dots-D Crews</p>	<p><b>White Rose Maths</b> <i>To 20 and beyond First, then, now</i></p> <p>Building numbers to 20</p> <ul style="list-style-type: none"> <li>Counting numbers beyond 20</li> <li>Addition and subtraction</li> <li>Composing and decomposing</li> </ul> <p><b>Daily numbers to 20.</b> Count on from a given number to 20 and back from a given number 0 - 10. Regular opportunity for subitising- different arrangements <b>Stories and rhymes</b> 1-10 and back again 10 in the bed 10 green bottles 10 on a train journey 20 big trucks Mr Gumpy's outing Grandpas quilt-Betsy Franco Rosie's Walk</p>	<p><b>White Rose Maths</b> <i>Find my pattern On the move</i></p> <ul style="list-style-type: none"> <li>Doubling, sharing and grouping</li> <li>Even and odd</li> <li>Deepening understanding</li> <li>Patterns and relationships</li> <li>Mapping</li> </ul> <p><b>Recite numbers to 20. And beyond</b> Regular opportunity for subitising-different arrangements <b>Stories and rhymes</b> 1 is a snail, 10 is a crab When the doorbell rang Underwater counting-J Pallotta Pete the cat and the missing cupcakes-K &amp; J Dean Mr Archimedes Bath Who sank the boat Me on the map-J Sweeny</p>	<p><b>Number</b> 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. <b>Numerical patterns</b> 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</p>

## Understanding The World

**Educational Programme** 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.

Essentials	Healthy Me	Day/Night/Celebrate	Community	New Life	Journeys	Garden and Sea	Early Learning Goals
<p>Provide maps/ mazes/Lto R orientation activity sheets to reinforce idea of direction Role play to include house Emergency services-doctors People who help us- hairdressers/shop role play</p> <p>Small world builder’s area includes signs and labels directions Road safety</p> <p>Plans for going on a walk Follow route and directions</p> <p>Develop sense of scale of world around me over time My house My school Live in Whitley In Reading In England- Queen Prime Minister</p>	<p><b>Past and Present (History)</b> Discuss who is in their family and show some sense of their own history, How old am i How old was I last year?</p> <p><b>People, Culture and Communities (Geography/RE)</b> Notice similarities and differences between each other-hair, skin, eyes colour reflecting on differences positively. Find out that some families come from another country/some children speak different languages Learn about my school environment. How do they get to school and safety? features of my school-hall/library/dining room/garden /office etc Nepalese Dashain Festival Harvest-what is a church, where do different cultures go to worship Sing some Harvest songs and understand about thanking god/farmers for our food What’s my house number What school do I go to?</p>	<p><b>Past and Present (History)</b> Begin to describe a sequence of events, using words such as ‘first’, ‘then...-bedtime routines Ask for photos of significant past events such as child’s 1<sup>st</sup> b’day to talk about and add to class photo album Introducing vocab of in the past knowing past means the time before now discuss long ago and learn about Nativity discuss upcoming events Bonfire night -who was Guy Fawkes Diwali Christmas How do we celebrate Use non-fiction to find out similarities and differences</p> <p><b>People, Culture and Communities. (Geography/RE)</b> Know that there are different countries in the world- look at Globe where do diff families originate from Diwali-food /culture Go for walk to post letter and notice features in local community</p>	<p><b>Past and Present (History)</b> New Year resolutions- what will I get good at? Show and tell Christmas gifts and compare making links to old and new toys Listen to, respond and ask questions about fiction &amp; non-fiction books about characters from the past.</p> <p><b>People, Culture and Communities (Geography/RE)</b> Lives of people around them and roles in society <b>Dentist/police/ firefighter visits</b> Celebrating Chinese New Year</p> <p><b>Maps</b> Giving directions from classroom to dining room/office Draw journey from home to school Opportunities to make plans and maps in construction areas Sort photos from local community with people who help us eg: doctor- surgery/firestation Vicar-church</p>	<p><b>Past and Present (History)</b> Long ago stories (Peepo) When I was a baby When my teacher was a baby Old and New clothes Comment on images of familiar situations in the past. Shrove Tuesday</p> <p><b>People, Culture and Communities. (Geography/RE)</b> Know that we live in a town-can name Reading Talk about features of our town Through stories and non-fiction observe features of other environments such as farm animals on farms in countryside Learn about Easter</p>	<p><b>Past and Present (History)</b> Discuss images of the past and contrast them in discussion, e.g. “<i>They are travelling on a horse and cart because there were no cars like we have then</i>”. Exploring modes of transport past and present</p> <p><b>People, Culture and Communities. (Geography/RE)</b> Noah’s Ark Recognise some similarities and differences between life in this country and life in other countries. -Handa -and life in Kenya- compare /contrast them in discussion. E.g. “<i>There are no lions in England but there are in Africa</i>” Draw information from a simple map.-travel agents role play. Talk about land, sea and air How do we get there Name transports</p>	<p><b>Past and Present (History)</b> My memories- seaside/other outings and visits and compare different experiences Pre-historic times dinosaurs <b>People, Culture and Communities. (Geography/RE)</b> discuss key features- land, sea, where certain countries are Importance of looking after our environment Go on farm visit and talk about journey, what did we see? Eid celebrations – family and community celebrations – food, buildings, decorations, clothes etc</p>	<p><b>Past and Present.</b> 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. <b>People, Culture and Communities.</b> 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.</p>

<p>Have what's in the bag collections of Animals-farm/wild/pets/dinosaurs/people for children to have opp to name and sort and find out about</p> <p>What do we know about plants and animals and natural world What can we find out</p> <p>Set up interest tuff trays to include things like conkers/acorns/leaves/seeds with magnifying glasses to explore/sort/classify</p>	<p><b>The Natural World. (Science)</b> Become familiar and investigate everyday resources/experiences in classroom e.g. Talk about forces they feel, e.g. water pushing a boat up to float, elastic bands stretching, magnets Learn about differences between materials and changes they notice in simple terms, e.g. when cooking-making bread Use their senses to explore natural materials and describe what they observe, e.g. "a heavy log" "wet leaves". Go on a walk around school grounds noticing different trees/colours/pointing Farm produce-harvest <b>Take photo of tree in garden to compare throughout year to observe seasonal changes</b> Visit science garden and meet chickens <b>(Technology)</b> Introduce smart board/tablets Making bread-safety in kitchen/oven Why am I special</p>	<p><b>The Natural World. (Science)</b> Observe Seasonal changes-signs of Autumn-Winter Increasingly aware of natural world,-use vocab soil, roots, stem, temperature, melt.etc Make simple drawings of natural objects, e.g. leaf rubbings-observe colours Day and night-animals that are nocturnal/hibernate Light and dark Talk about safety and objects in home and school that use electricity.  <b>(Technology)</b> Torches Taking photos Christmas baking naming utensils etc-whisk/ and cooking process</p>	<p><b>The Natural World (Science)</b> see, hear and feel whilst outside in natural environment: Birdsong/planes/ <b>What does our tree look like now/compare to photo from September?</b> <b>Describe what they</b> Exploring floating and sinking Weather and materials Exploring ice- Offer simple, logical explanations for what they have observed, e.g. "<i>Maybe it melted because the weather is warmer</i>" or "<i>It is light so I think that helps it float</i>". <b>(Technology)</b> Tablet apps cooking pancakes Thermometers/ weather -how cold is it today?</p>	<p><b>The Natural World (Science)</b> Growing a beanstalk cress/flowers Close observations of plants and flowers Talk about roots/stems drawing veins on leaves Observe weather Melt chocolate for Easter nests-can observe and talk about the process Life cycle of a chick and frog Signs of Spring Seasons  <b>(Technology)</b> Tablet apps Cooking-Easter nests Melting process</p>	<p><b>The Natural World (Science)</b> Gardening and Growing and caring for plants Carnation flower experiment to see how the flower needs water to survive Healthy lifestyles – looking after our bodies Good hygiene, including caring for our teeth Seasons-signs of late spring/summer Wild animal facts animals <b>(Technology)</b> Use IT sources as a source of information Remote control toys</p>	<p><b>The Natural World. (Science)</b> <b>What does our tree look like now/compared to previous photos</b> Changing seasons Exploring Minibeasts Rocks Stones Shells/fossils- Similarities and differences Sorting and categorising Under the sea-creatures and /life under the sea Keeping healthy Exploring fruit Make fruit kebabs  <b>Technology</b> stopwatches to time exercise events</p>	<p><b>The Natural World.</b> 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.</p>
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## Expressive Arts and Design

**Educational Programme** 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

Essentials	Healthy Me	Day/Night/Celebrate	Community	New Life	Journeys	Garden and Sea	Early Learning Goals
<p>Provide opportunities throughout year for children to explore small world and role play Ideas as starters given but to respond to children’s interests/gaps in learning</p> <p>Re visit</p> <p>Song and rhyme time daily and include opportunity for percussion and dance and to listen and respond to different types of music</p>	<p><b>Art and DT</b> Look at self-portraits by other artists Self-portraits Collage faces Large scale painting Junk-modelling – homes</p> <p><b>Music</b> Nursery rhymes Action rhymes Clapping games Tapping/clapping syllables of own name</p> <p><b>Role Play</b> Indoors home corner</p>	<p><b>Art and DT</b> Colour-mixing Artist – Matisse – Autumn leaves using paper cut outs Diwali rangoli patterns Firework art Christmas craft</p> <p><b>Music</b> Vivaldi seasons – Autumn Painting to music – Holst the Planets Tapping a steady beat Performing Christmas Nativity songs</p> <p><b>Role Play</b> dark den Santa’s workshop post office Santa’s sleigh Explore different</p>	<p><b>Art and DT</b> Sketching – observational drawings Junk modelling - houses -buildings make a bed for Ted</p> <p><b>Music</b> Naming instruments Exploring loud/quiet; fast/slow; high/low Vivaldi seasons – Winter</p> <p><b>Role Play</b> Indoors – doctors/people who help us /shop/ 999 emergency desk Outside-builders yard</p>	<p><b>Art and DT</b> Drawings /paintings/collages of plants and animals Van Gough- Sunflowers? <b>Music</b> Vivaldi seasons – Spring Use percussion to create sequences of patterns Introduce vocab such as volume, pitch. Rhythm/beat</p> <p><b>Role Play</b> garden centre farm shop</p>	<p><b>Art and DT</b> African art and patterns - printing Symmetry printing</p> <p><b>Music</b> Use percussion to create sequences of patterns Using pictorial symbols to create a visual pattern for a sound sequence African music African drumming</p> <p><b>Role Play</b> Outdoors - Car wash/ mechanics garage</p> <p>Role play - Handa’s fruit shop Outdoors – Handa’s hut</p>	<p><b>Art and DT</b> Clay fossils patterns</p> <p><b>Music</b> Vivaldi seasons – summer Minibeast music – using percussion to represent different minibeasts</p> <p><b>Role Play</b> Travel agents Plan relevant to their interests Outdoors – minibeast den</p>	<p><b>Creating with Materials</b> ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG - Share their creations, explaining the process they have used. ELG - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive</b> ELG - Invent, adapt and recount narratives and stories with peers and their teacher. ELG - Sing a range of well-known nursery rhymes and songs. ELG - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

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