

# Bow Community Primary School

## Early Years' Curriculum



| EYFS Curriculum                            |   |  |  |
|--|---|--|--|
|  | <b>Autumn<br/>(We are Explorers) (All About Me)</b>   | <b>Spring<br/>(Amazing Animals Living Outside)<br/>(Animal Protectors)</b>   | <b>Summer<br/>(Forests and Moors) (Fun at the Seaside!)</b>  |
| <b>Themes of learning</b>                  | Starting school / my new class / New Beginnings<br>Staying healthy / Food/ Human body<br>How have I changed?<br>My family / PSED focus<br>What am I good at?<br>How do I make others feel?<br>Being kind / staying safe<br>Little Red Hen – Harvest<br>Stories about homes and families<br>Old favourites<br>Familiar tales<br>The Nativity<br>At the Panto<br>Christmas Lists<br>Letters to Father Christmas | Life cycles<br>Safari<br>Animals around the world<br>Climates / Hibernation<br>Down on the Farm<br>Mini Beasts<br>Animal Arts and crafts<br>Night and day animals<br>Animal patterns<br>David Attenborough<br>Happy Habitats<br>Plants & Flowers<br>Weather / seasons<br>The great outdoors<br>Forest School<br>Planting seeds | Around the Town<br>How do I get there?<br>Where in the world have you been?<br>Where do we live in the UK / world?<br>Vehicles past and Present<br>Design your own transport!<br>Under the sea<br>Off on holiday / clothes<br>Where in the world shall we go?<br>Send me a postcard!<br>Life on the Moor/ Marine life<br>Botanist – David Bellamy/ Fossils – Mary Anning<br>Forests/ Seasides in the past<br>Compare: Now and then!<br>Forest/ Seaside art |
| <b>Possible texts and 'old favourites'</b> | Owl Babies<br>Once there were Giants<br>Stick Man<br>The Smartest Giant<br>The Colour Monster<br>The Rainbow Fish<br>Funny Bones<br>The Big Book of Families<br>Pete the Cat  | The Emperors Egg<br>The Very Hungry Caterpillar<br>Aghh Spider!<br>Tige who came to tea<br>Diary of a wombat<br>Elephant and the Bad Baby<br>Pig in the Pond<br>The Tiny Seed<br>Oliver's Vegetables   | The Snail and the Whale<br>The Way Back Home<br>The Naughty Bus<br>Mr. Grumpy's Outing<br>The Train Ride<br>Bob, The Man on the Moon<br>Beegu<br>Oi! Get off my train!<br>Lighthouse Keeper's Lunch  |

|   |   |  |  |
|---|---|--|--|
|   | The Jolly Postman<br>Goldilocks<br>Farmer Duck<br>Hansel & Gretel<br>The Ugly Duckling<br>Christmas Story / Nativity<br>Rama and Sita   | Jack and the Beanstalk<br>One Plastic Bag<br>Jasper's Beanstalk<br>Tree, Seasons come and seasons go<br>A stroll through the seasons   | Under the Sea Non – Fiction<br>Train Ride<br>The Journey<br>Zoom<br>Tiddler  |
| <b>Wow Moments</b><br><b>Trips</b><br><b>Experiences</b><br><b>Special holidays</b> | Remembrance Day<br>Harvest Time<br>Birthdays<br>Favourite Songs<br>Talent show – at Christmas<br>What do I want to be when I grow up?<br>Guy Fawkes / Bonfire Night<br>Christmas Time / Nativity<br>Diwali<br>Hannukah<br>Remembrance day<br>Road Safety<br>Children in Need<br>Anti- Bullying Week | Chinese New Year<br>LENT<br>Story Telling Week<br>Random Acts of Kindness Week<br>Valentine's Day<br>Internet Safety<br>Animal Art week<br>Let's go on Safari - An animal a day!<br>Walk to the park / Picnic<br>Planting seeds<br>Easter time<br>Weather experiments<br>Weather Forecast videos<br>Nature Scavenger Hunt<br>Mother's Day<br>Queen's Birthday<br>Science Week<br>Easter Egg Hunt | Post a letter<br>Food tasting – different cultures<br>Map work - Find the Treasure<br>Start of Ramadan<br>Eid<br>D-Day<br>Visit to the moor/ beach<br>Under the Sea – singing songs and sea shanties<br>Forest floor/ Fossil hunting<br>Father's Day<br>Heathy Eating Week<br>World Environment Day<br>Anniversary of the NHS<br>Pirate Day<br>Ice – Cream |

|             |  |  |   |
|-------------|--|--|---|
|             | <b>Autumn</b><br><b>(We are Explorers) (All About Me)</b>  | <b>Spring</b><br><b>(Amazing Animals Living Outside)</b><br><b>(Animal Protectors)</b> | <b>Summer</b><br><b>(Forests and Moors) (Fun at the Seaside!)</b> |
| <b>COEL</b> | <b>Characteristics of Effective Learning</b><br><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning<br><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. They become risk takers. |  |   |

|                                |   |
|--------------------------------|---|
|                                | <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>   |
| <b>Over Arching Principles</b> | <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><b>PLAY:</b> At Bow Community Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, resources 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 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships; set their own goals and solve problems; take risks and manage their feelings and emotions. Children learn by leading their own play and by taking part in play which is guided by adults.</p> |

|  | <b>Autumn<br/>(We are Explorers) (All About Me)</b>  | <b>Spring<br/>(Amazing Animals Living Outside)<br/>(Animal Protectors)</b>  | <b>Summer<br/>(Forests and Moors) (Fun at the Seaside!)</b>   |
|--|--|---|---|
| <p><b>Class Assemblies / Sharing Circles</b></p> <p>We will 'dip in and out of each area' each term as</p> | <p><b>Mutual respect</b><br/>We are all unique.<br/>We respect differences between different people and their beliefs in our community, in this country and all around the world.<br/>All cultures are respected and celebrated.</p> <p><b>Mutual Tolerance</b><br/>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p> | <p><b>Rule of law</b><br/>We all know that we have rules at school that we must follow.<br/>We know who to talk to if we do not feel safe.<br/>We know right from wrong.<br/>We recognise that we are accountable for our actions.<br/>We must work together as a team when it is necessary.</p> <p><b>Individual liberty</b></p> | <p><b>Democracy</b><br/>We all have the right to be listened to.<br/>We respect everyone and we value their different ideas and opinions.<br/>We have the opportunity to play with who we want to play with.<br/>We listen with intrigue and value and respect the opinions of others.</p> <p><b>Recap all British Values</b><br/>Fundamental British Values underpin what it is to be a citizen in a modern and diverse. Great Britain valuing our</p> |

|                                 |   |  |   |
|---------------------------------|---|--|---|
| and when we need to.            | Mutual tolerance of those with different faiths and beliefs and for those without faith.  | We all have the right to have our own views.<br>We are all respected as individuals.<br>We feel safe to have a go at new activities.<br>We understand and celebrate the fact that everyone is different. | community and celebrating diversity of the UK.<br>Fundamental British Values are not exclusive to being British and are shared by other democratic countries. |
| <b>Assessment Opportunities</b> | Pre-School Transition Documents<br>National Baseline Assessment<br>Notice and focus<br>Parents evening info<br>EYFS team meetings<br>Tapestry | GLD Projections for EOY<br>EYFS team meetings<br>Notice and focus<br>Tapestry  | Tapestry<br>EYFS team meetings<br>Notice and focus<br>Parents evening info<br>EOY data  |
| <b>Parental Involvement</b>     | Parents Evening<br>Wow Moments<br>Phonics workshop<br>Nativity<br>Maths workshop<br>Open mornings   | Wow Moments<br>Open mornings<br>Maths workshop<br>Art workshop / Gallery<br>Reading workshop   | Wow Moments<br>Maths Morning – Look how far we have come!<br>Parents Evening<br>Parent’s Picnic   |

|                                   | <b>Autumn<br/>(We are Explorers) (All About Me)</b>  | <b>Spring<br/>(Amazing Animals Living Outside)<br/>(Animal Protectors)</b> | <b>Summer<br/>(Forests and Moors) (Fun at the Seaside!)</b> |
|-----------------------------------|--|--|---|
| <b>Communication and Language</b> | The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b> . |  |   |

|   |   |   |   |
|---|---|---|---|
| <p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions and Pie Corbett T4W actions.</p> <p><b>Daily story time</b><br/>A story is read at least once a day. During snack time at the end of the day we watch a Charlie and Lola together, a video story which they can relate to and we talk about their own experiences related to the story.</p> | <p><b><u>Welcome to EYFS</u></b><br/>Settling in activities.<br/>Making friends.<br/>Children talking about experiences that are familiar to them.<br/>What are your passions / goals / dreams?<br/>This is me!<br/>Rhyming and alliteration.<br/>Familiar Print.<br/>Sharing facts about me!<br/>Model talk routines through the day.<br/>For example, arriving in school: "Good morning, how are you?"</p> <p><b><u>Tell me a story!</u></b><br/>Settling in activities.<br/>Develop vocabulary.<br/>Tell me a story - retelling stories.<br/>Story language.<br/>Word hunts.<br/>Listening and responding to stories<br/>Following instructions.<br/>Takes part in discussion.<br/>Understand how to listen carefully and why listening is important.<br/>Use new vocabulary through the day.<br/>Choose books that will develop their vocabulary.</p> | <p><b><u>Tell me why!</u></b><br/>Using language well.<br/>Asks how and why questions...<br/>Retell a story with story language.<br/>Story invention – talk it!<br/>Ask questions to find out more and to check they understand what has been said to them.<br/>Describe events in some detail.<br/>Listen to and talk about stories to build familiarity and understanding.<br/>Learn rhymes, poems and songs.</p> <p><b><u>Talk it through!</u></b><br/>Settling in activities.<br/>Describe events in detail – time connectives.<br/>Understand how to listen carefully and why listening is important.<br/>Use picture cue cards to talk about an object: "What colour is it? Where would you find it?<br/>Sustained focus when listening to a story.</p> | <p><b><u>What happened?</u></b><br/>Settling in activities.<br/>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.</p> <p><b><u>Time to share!</u></b><br/>Show and tell.<br/>Weekend news.<br/>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p> |
|---|---|---|---|

|  | Autumn<br>(We are Explorers) (All About Me)   | Spring<br>(Amazing Animals Living Outside)<br>(Animal Protectors)  | Summer<br>(Forests and Moors) (Fun at the Seaside!)   |
|--|---|--|---|
| <b>Personal, Social and Emotional Development</b>  | Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> . |  |   |
| <b>Managing self</b><br><br><b>Self-regulation</b> | <p>Pupils learn to prepare a healthy snack and explain choices</p> <p>Pupils learn to explain procedures for brushing their teeth effectively</p> <p>Pupils learn to go to the toilet independently without any incidents of accidents</p> <p>Pupils learn to explain how to be healthy and what foods constitute a healthy diet.</p> <p>Pupils learn to manage the cleaning of their hands, noticing when they are dirty.</p> <p>Pupils learn to manage risks, assessing what they need to do to prevent injury to themselves or others.</p>   | <p>Pupils learn strategies to ask for help when they need help with their learning.</p> <p>Pupils learn to confidently talk about their likes and dislikes</p> <p>Pupils learn to confidently speak in front of larger groups of people such as an assembly.</p> <p>Pupils learn to confidently speak in a class group about things they enjoy and are good at, and about things they do not find easy.</p> <p>Pupils learn to communicate freely with confidence in new social situations</p> <p>Pupils learn to explain similarities and differences between themselves and others and among families, communities and traditions.</p> | <p>Pupils learn to play a board game, card game, track or ball game.</p> <p>Pupils learn to support another child managing their feelings</p> <p>Pupils learn how their feelings relate to their behaviour and are beginning to manage these to maintain control.</p> <p>Pupils learn to articulate the school rules and behaviour system to an adult.</p> <p>Pupils learn to work independently as part of a large or small group and make contributions</p> <p>Pupils learn to adjust their behaviour to different situations</p> |

|  | Autumn<br>(We are Explorers) (All About Me) | Spring<br>(Amazing Animals Living Outside)<br>(Animal Protectors) | Summer<br>(Forests and Moors) (Fun at the Seaside!) |
|--|---|---|---|
|--|---|---|---|



|  |   |   |  |
|--|---|---|--|
| <p><b>Physical Development</b></p>   | <p>Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b>. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p> |   |  |
| <p><b>Fine motor</b></p> <p>Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Daily opportunities for Fine Motor Activities</p> | <p>Threading, cutting, weaving, playdough. Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills.</p> <p>Draw lines and circles using gross motor movements.</p> <p>Hold pencil/paint brush beyond whole hand grasp.</p> <p>Pencil Grip.</p> <p>Develop muscle tone to put pencil pressure on paper.</p> <p>Use tools to effect changes to materials.</p> <p>Show preference for dominant hand.</p> <p>Teach and model correct letter formation.</p>   | <p>Threading, cutting, weaving, playdough. Fine Motor activities.</p> <p>Begin to form letters correctly.</p> <p>Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing.</p> <p>Cutting with Scissors.</p> <p>Hold pencil effectively with comfortable grip.</p> <p>Forms recognisable letters, most correctly formed.</p> | <p>Threading, cutting, weaving, playdough. Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually.</p> <p>Use one hand consistently for fine motor tasks.</p> <p>Cut along a straight line with scissors.</p> <p>Start to cut along a curved line, like a circle.</p> <p>Draw a cross.</p> <p>Form letters correctly.</p> <p>Copy a square.</p> <p>Begin to draw diagonal lines, like in a triangle.</p> <p>Start to colour inside the lines of a picture.</p> <p>Draw pictures that are recognisable.</p> <p>Build things with smaller linking blocks, such as Duplo or Lego.</p> |
| <p><b>Gross Motor Skills</b></p>   | <p>Cooperation games i.e. parachute games.</p> <p>Climbing – tower.</p> <p>Different ways of moving to be explored with children.</p>   | <p>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking range of abilities.</p> <p>Wake and shake.</p> <p>Gymnastics / Balance</p>   | <p>Obstacle activities children moving over, under, through and around equipment.</p> <p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for</p>   |

|   |  |  |   |
|---|--|--|---|
|   | <p>Changing for PE / Help individual children to develop good personal hygiene.<br/>Ball skills- throwing and catching.<br/>Crates play- climbing.<br/>Wake and shake.</p> | <p>Balance- children moving with confidence.<br/>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.<br/>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> | <p>children to, spin, rock, tilt, fall, slide and bounce.<br/>Wake and shake.<br/>Races / team games involving gross motor movements.</p> |
| <p><b>From Development Matters:</b><br/>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing<br/>Progress towards a more fluent style of moving, with developing control and grace.<br/>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.<br/>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.<br/>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.<br/>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.<br/>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> |  |  |   |

|  | <p><b>Autumn<br/>(We are Explorers) (All About Me)</b></p>  | <p><b>Spring<br/>(Amazing Animals Living Outside)<br/>(Animal Protectors)</b></p> | <p><b>Summer<br/>(Forests and Moors) (Fun at the Seaside!)</b></p>  |
|--|---|---|---|
| <p><b>Literacy</b></p>   | <p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p> |   |   |
| <p><b>Comprehension</b><br/>- Developing a passion for reading</p> | <p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p>  | <p>Encourage children to record stories through picture drawing/mark making.</p>  | <p>Stories from other cultures and traditions.<br/>Retell a story with actions and / or picture prompts as part of a group. Use</p> |



|   |   |   |  |
|---|---|---|--|
| <p>Adults will model the love of books and reading when they read a story to the children.</p>  | <p>Environment print, notes and lists.<br/>Having a favourite story/rhyme.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book.</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Retell stories related to events through acting/role play.<br/>Pie Corbett Actions to retell the story.<br/>Story Maps.</p> <p>Recall real life events.</p> <p>Enjoys an increasing range of books.</p> | <p>Understand the meaning of the words they can read.</p> <p>Information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> | <p>story language when acting out a narrative.</p> <p>Can explain the main events of a story<br/>- Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area – book characters</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions.</p> <p>Beginning to understand that a non-fiction is not a story - it gives information instead. Fiction means story.</p> <p>Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p> |
| <p><b>Word Reading</b></p> <p>We use Twinkl phonics to teach phonics. Level 2, 3 and 4 are taught in reception by staff who are knowledgeable</p> | <p><b>Phonic Sounds:</b> Twinkl phonics<br/><b>Reading:</b> Initial sounds, oral blending, CVC words.</p> <p>Help children to read the sounds speedily. This will make sound-blending easier.</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p>   | <p><b>Phonic Sounds:</b> Twinkl phonics<br/><b>Reading:</b> Oral blending, CVC words.</p> <p>Help children to read the sounds speedily. This will make sound-blending easier.</p> <p>Children to read longer texts.<br/>Children to recognise digraphs and trigraphs.</p>   | <p><b>Phonic Sounds:</b> Twinkl phonics<br/><b>Reading:</b> Oral blending, cvc, ccvc and cvcc words.</p> <p>Children will read with increasing fluency.</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p>  |

|                                      |   |   |   |
|--------------------------------------|---|---|---|
| and experienced at teaching phonics. | Show children how to use phonics fingers in each sound. | Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.<br><br>Show children how to use phonics fingers in each sound. | Show children how to use phonics fingers in each sound. |
|--------------------------------------|---|---|---|

|  | <b>Autumn<br/>(We are Explorers) (All About Me)</b>  | <b>Spring<br/>(Amazing Animals Living Outside)<br/>(Animal Protectors)</b>  | <b>Summer<br/>(Forests and Moors) (Fun at the Seaside!)</b>  |
|--|--|---|--|
| <b>Writing</b><br><br>The best bits of TFW used across the year<br><br>Texts may change due to children's interests<br><br>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. | Texts as a Stimulus.<br>Nursery Rhymes.<br>Label characters.<br><br>Drawing a picture that is related to the story.<br><br>Name writing, labelling using initial sounds, story scribing.<br><br>Help children identify the sound that is tricky to spell.<br><br>Sequence the story.<br><br>Write words. | Texts as a Stimulus.<br><br>Creating own story maps, writing words, captions and labels.<br><br>Writing words and short sentences to accompany story maps.<br><br>Order the story.<br><br>Labels and captions.<br><br>Recount.<br><br>Character descriptions. | Texts as a Stimulus.<br><br>Story writing, writing a sentence using one or two tricky words that are spelt correctly.<br><br>Beginning to use full stops, capital letters and finger spaces.<br><br>Innovation of familiar texts.<br><br>Using familiar texts as a model for writing own stories.<br><br>Write a sentence. |

|              | Autumn<br>(We are Explorers) (All About Me)  | Spring<br>(Amazing Animals Living Outside)<br>(Animal Protectors)  | Summer<br>(Forests and Moors) (Fun at the Seaside!)   |
|--------------|--|--|---|
| <b>Maths</b> | <p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, 'have a go', <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p> |  |   |
|              | <p><b>Early Mathematical Experiences</b><br/>Counting rhymes and songs<br/>Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes.</p> <p><b>Pattern and early number</b><br/>Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment.<br/>A number a week.</p> <p><b>Numbers within 6</b><br/>Count up to six objects. •One more or one fewer •Order numbers 1 – 6<br/>•Conservation of numbers within six</p> <p><b>Addition and subtraction within 6</b></p>  | <p><b>Numbers within 10</b><br/>Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less</p> <p><b>Addition and subtraction within 10</b><br/>Explore addition as counting on and subtraction as taking away</p> <p><b>Numbers within 15</b><br/>Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer</p> <p><b>Grouping and sharing</b><br/>Counting and sharing in equal groups<br/>•Grouping into fives and tens<br/>•Relationship between grouping and sharing</p> <p><b>Numbers within 20</b></p> | <p><b>Shape and pattern</b><br/>Describe and sort 2-D and 3-D shapes<br/>•Recognise, complete and create patterns</p> <p><b>Addition and subtraction within 20</b><br/>Commutativity •Explore addition and subtraction •Compare two amounts<br/>•Relationship between doubling and halving</p> <p><b>Money</b><br/>Coin recognition and values<br/>•Combinations to total 20p •Change from 10p</p> <p><b>Measures</b><br/>Describe capacities •Compare volumes<br/>•Compare weights •Estimate, compare and order lengths</p> <p><b>Depth of numbers within 20</b></p> |

|  |   |  |  |
|--|---|--|--|
|  | <p>Explore zero •Explore addition and subtraction</p> <p><b>Measures</b><br/>Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p><b>Shape and sorting</b><br/>Describe, and sort 2-D &amp; 3-D shapes<br/>•Describe position accurately</p> <p><b>Calendar and time</b><br/>Days of the week, seasons •Sequence daily events</p> | <p>Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer</p> <p><b>Doubling and halving</b><br/>Doubling and halving &amp; the relationship between them</p> | <p>Explore numbers and strategies<br/>•Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards</p> <p><b>Numbers beyond 20</b><br/>One more one less •Estimate and count<br/>•Grouping and sharing</p> |
|--|---|--|--|

|                                 | <b>Autumn<br/>(We are Explorers) (All About Me)</b>   | <b>Spring<br/>(Amazing Animals Living Outside)<br/>(Animal Protectors)</b>   | <b>Summer<br/>(Forests and Moors) (Fun at the Seaside!)</b>  |
|---------------------------------|---|--|--|
| <b>Understanding the world.</b> | <p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> |  |  |
|                                 | <ul style="list-style-type: none"> <li>○ Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> </ul>  | <ul style="list-style-type: none"> <li>○ Listening to stories and placing events in chronological order.</li> <li>○ What can we do here to take care of animals?</li> <li>○ Compare animals from a jungle to those on a farm.</li> </ul> | <ul style="list-style-type: none"> <li>○ Use Handa’s Surprise to explore a different country.</li> <li>○ Discuss how they got to school and what mode of transport they used. Introduce the children to a</li> </ul> |

- 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

- Nocturnal Animals - making sense of different environments and habitats.
- Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.
- After close observation, draw pictures of the natural world, including animals and plants.
- 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. Provide opportunities for children to note and record the weather.
- Draw children's attention to the immediate environment,

- 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.
- 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 children to significant figures
- Can children differentiate between land and water.
- 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

|  |   |  |   |
|--|---|--|---|
|  | <p>and begin to understand why maps are so important to postmen.</p> <ul style="list-style-type: none"> <li>○ Share different cultures versions of famous fairy tales.</li> <li>○ To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li> <li>○ Stranger danger and consent.</li> <li>○ Talking about occupations and how to identify strangers that can help them when they are in need.</li> </ul> | <p>introducing and modelling new vocabulary where appropriate.</p> <ul style="list-style-type: none"> <li>○ Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</li> <li>○ Look for children incorporating their understanding of the seasons and weather in their play.</li> </ul> | <ul style="list-style-type: none"> <li>○ Seasides long ago – Magic Grandad</li> <li>○ Share non-fiction texts that offer an insight into contrasting environments.</li> <li>○ Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> </ul> |
|--|---|--|---|

|                                   | <b>Autumn<br/>(We are Explorers) (All About Me)</b>   | <b>Spring<br/>(Amazing Animals Living Outside)<br/>(Animal Protectors)</b>  | <b>Summer<br/>(Forests and Moors) (Fun at the Seaside!)</b>  |
|-----------------------------------|---|---|--|
| <b>Expressive Arts and Design</b> | <p>The development of children’s artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> |   |  |
|                                   | <p>Join in with songs.<br/>Beginning to mix colours.<br/>Join in with role play games and use resources available for props.<br/>Build models using construction equipment.</p>   | <p>Designing homes for hibernating animals.<br/>Collage owls / symmetrical butterflies.<br/>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> | <p>Junk modelling – how are we going to get to the beach/moors.<br/>Exploration of other countries – dressing up in different costumes.<br/>Retelling familiar stories.<br/>Provide children with a range of materials for children to construct with.</p> |



|  |   |   |   |
|--|---|---|---|
|  | <p>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. Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards,</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity.</p> <p>Autumn collage.</p> | <p>Shadow Puppets.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Pastel drawings, printing, patterns on Easter eggs.</p> <p>Mother's Day.</p> <p>Provide a wide range of props for play which encourage imagination.</p> | <p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs.</p> <p>Paper plate jellyfish.</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils.</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts.</p> |
|--|---|---|---|