

Reception – Curriculum Overview 2021-2022

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Over Arching Principles

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

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

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

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

Active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. 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 relationship, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.



Flexile	Autumn Term		Spring Term		Summer Term	
	Christian Value: LOVE HOPE	Christian Value: THANKFULNESS	Christian Value: FORGIVENESS	Christian Value:	Christian Value:	Christian Value:
	<p><u>These topics/themes may be adapted at various points to allow for children's interests to flow through the provision</u></p>					
	Just Like Me	In the Woods	Flight/Birdwatch	Space/ Journeys	Bugs Bees and Butterflies	Oh, I do like to be beside the Seaside!
Big Question	<i>What makes us special?</i>	<i>What do we learn from stories?</i>	<i>What is special about our world?</i>	<i>What journeys do we take?</i>	<i>How do we look after nature?</i>	<i>What does Summer mean to you?</i>
Authentic Outcomes	<ul style="list-style-type: none"> Remembrance, Harvest, Bonfire Night, Christmas, Diwali. Possible Visitors - Family members Possible Visitors - Dentist Possible Visitors - Local Author <p>Super Starter -</p>		<ul style="list-style-type: none"> Chinese New Year, Lent, Easter, Mother's Day Possible Visitors - Nurse/Doctor Possible Visitors - Fire Engine/Police Possible Visitors - Pilot <p>Super Starter</p>		<ul style="list-style-type: none"> Father's Day, Transition, Sports Day Possible Visitors - Local conservationists RSPB Possible Visitors - Bug Man Possible Visitors - Local Historian Possible Visitors - Vet <p>Super Starter Trip to Dell Quay</p>	

PSED	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.												
Managing Self (Self-Regulation)	New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios Healthy me	Relationships What makes a good friend? Random acts of Kindness Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Looking after pets Looking After our Planet	Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.							
	<p>Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <div><ul style="list-style-type: none">✓ Controlling own feelings and behaviours✓ Applying personalised strategies to return to a state of calm✓ Being able to curb impulsive behaviours✓ Being able to concentrate on a task✓ Being able to ignore distractions✓ Behaving in ways that are pro-social✓ Planning✓ Thinking before acting✓ Delaying gratification✓ Persisting in the face of difficulty.</div> <div><p>The ZONES of Regulation® Reproducible E The Zones of Regulation Visual</p><p>The ZONES of Regulation®</p><table><tr><td></td><td></td><td></td><td></td></tr><tr><td>BLUE ZONE Sad Sick Tired Bored Moving Slowly</td><td>GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn</td><td>YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control</td><td>RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control</td></tr></table><p><small>© 2011 Think Social Publishing, Inc. All rights reserved. From The Zones of Regulation® by Leah M. Koyers • Available at www.socthink.com</small></p></div>										BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control
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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.

Welcome to U.K. and Austria Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Tell me a Story Retelling stories Story language Word hunts Listening and responding to stories Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary	Tell me why Settling in activities Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention - talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through Describe events in detail - time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story	What happened? Settling in activities Discovering Passions 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	Time to share Show and tell Weekend news Discovering Passions 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.
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The Reading Framework - Teaching the Foundations of Literacy (June 2021)

- Thinking out loud, modelling new language for children
- Paying close attention to what the children say
- Rephrasing and extending what the children say
- Validating the children's attempts at using new vocabulary and grammar by rephrasing what children say if necessary
- Asking closed and open questions
- Answering the children's questions
- Explaining why things happen
- Deliberately connecting current and past events ('Do you remember when...?')
- Providing models of accurate grammar
- Extending children's vocabulary and explaining new words
- Helping children to articulate ideas in well-formed sentences.
- Connecting one idea or action to another

Language Comprehension



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.

Fine Motor: Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Fine Motor: Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Fine Motor: Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Fine Motor: Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Fine Motor: Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Fine Motor: Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor: Cooperation games i.e. parachute games. Climbing - outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Gross Motor: Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.	Gross Motor: Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics/ Balance	Gross Motor: Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Gross Motor: Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Gross Motor: Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics/ Balance

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

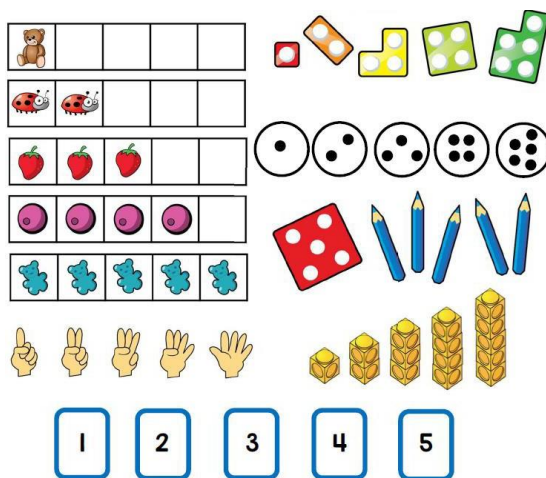
Literacy

<p>Suggested Texts: <i>Funnybones Titch Only One You! Elmer The Colour Monster Giraffes Can't Dance Monkey Puzzle This is our House Pumpkin Soup</i></p>	<p>Suggested Texts: <i>The Gingerbread Man Jack and the Beanstalk Three Little Pigs Goldilocks and the Three Bears Chicken Licken The Three Billy GoatGruff The Enormous Turnip</i></p>	<p>Suggested Texts: <i>How to Spot a Bird Solo Blue penguin The Emperor's Egg If you were a penguin Penguin small Penguin The penguin who wanted to find out The Little Red Hen</i></p>	<p>Suggested Texts: <i>That's not my car Room on the BroomThe Bus is for Us Duck in a Truck Mr. Gumpy's OutingThe Train Ride I went Walking We are going on a BearHunt</i></p>	<p>Suggested Texts: <i>The Very Hungry Caterpillar Tiny Seed What the LadybirdHeard Argh Spider Jaspers Beanstalk Superworm and other Julia Donaldson texts The Very Greedy Bee</i></p>	<p>Suggested Texts: <i>Rainbow Fish Shark in the Park The Snail and the Whale Starry-eyed Stan Commotion in theOcean</i></p>
<p>Comprehension Skills: Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Comprehension Skills: Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story - Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story - use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Enjoys an increasing range of books</p>	<p>Comprehension Skills: Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to Phonics scheme. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>Comprehension Skills: Information leaflets about transport/journeys Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Journey timelines Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p>	<p>Comprehension Skills: Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area - book characters</p>	<p>Comprehension Skills: Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.</p>

	<p>Word Reading (Phonics):</p> <p>Phonic Sounds: Phase 2 Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Word Reading (Phonics):</p> <p>Phonic Sounds: Phase 2 Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Word Reading (Phonics):</p> <p>Phonic Sounds: Phase 3 Reading: Rhyming strings, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Word Reading (Phonics):</p> <p>Phonic Sounds: Phase 3 Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.</p>	<p>Word Reading (Phonics):</p> <p>Phonic Sounds: Phase 3/4 Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Word Reading (Phonics):</p> <p>Phonic Sounds: Phase 4 Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff</p>
	<p>Writing: Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages - Create a Message centre (home corner) Take full length pictures of the children. Give each child their own photo. Can they use their knowledge of sounds to label different parts of their body? Place a jar in the classroom along with strips of paper. If the children have something important to share about themselves, they can write it on the paper and add it to the jar.</p>	<p>Writing: Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence stories using story maps and actions. Write a wanted poster for the Gingerbread Man. Letter to the Old lady - saying thank-you, the Gingerbread man tasted very yummy! Write own short story about pulling up a vegetable or other such food. Make into a class book.</p>	<p>Writing: Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Create a class book all about people who help us. The children choose which profession to write about. At the end of the day, the teacher or another child can read out a page from the class book. Thank you cards Ness the Nurse - Rhyming words. Find the rhyming pair. Continue the rhyming string and write simple rhyming sentences.</p>	<p>Writing: Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Character descriptions. Use a toy racing car to practise blending. Write a word onto a whiteboard and move the toy car slowly along the word as you say each phoneme. Then, move the car more quickly along the word to practise blending. Write graphemes onto toy cars. Use chalk to write the same sounds onto the base of a large activity tray. Children can read the sounds as they park the cars. Write some tricky words onto pebbles and hide them in a tray of soil. Provide small world diggers for children to use to uncover the pebbles and read the words.</p>	<p>Writing: Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Support children with tricky words by writing tricky words on green paper (as grass). Provide small world snails and silver paint. Can the children trace over the tricky words using the snails to leave snail trail words? Children can build word worms using the resources provided. Add sound buttons to support children further.</p>	<p>Writing: Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character descriptions. Cut out triangles (roofs for beach huts) and write graphemes onto colourful lolly sticks. Challenge the children to build a word using the lolly stick graphemes and create a beach hut under the roof. Children can then wear sunglasses and sun hats as they write a simple sentence, such as 'I can see the sea.' They could write on paper cut into seaside-themed shapes, which can be added to a classroom display. Can the children write a postcard to tell a family member what they did?</p>

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Key Representations



The Counting Principles

1. **The One to One Principle** - This involves children assigning one number name to each object that is being counted. Children need to ensure they count each object only once ensuring they have counted every object.
2. **The Stable-Order Principle** - Children understand when counting, the numbers have to be said in a certain order.
3. **The Cardinal Principle** - Children understand that the number name assigned to the final object in a group is the total number of objects in that group.
4. **The Abstraction Principle** - This involves children understanding that anything can be counted including things that cannot be touched including sounds and movements e.g. jumps.
5. **The Order-Irrelevance Principle** - This involves children understanding that the order we count a group of objects is irrelevant. There will still be the same number.

Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Getting to Know You			Phase	Just Like Me!			It's Me 1 2 3!			Light and Dark		
Opportunities for settling in, introducing the areas of provision and getting to know the children.			Number	Match and Sort Compare Amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing Numbers to 5. One More and Less.		
Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.			Measure, Shape and Spatial Thinking	Compare Size, Mass & Capacity Exploring Pattern			Circles and Triangles Positional Language			Shapes with 4 Sides. Time		

Week 1-3: Getting to Know You

Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.

Phase 1: Just Like Me!

Match - Provide opportunities for the children to find and match objects that are the same. Can you find one exactly like mine? How do you know it is not the same? Can you find one different to mine? Why is this one not like mine?

Sort - Children learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape.

Compare Amounts - Once the children can confidently sort collections into sets, They learn that these sets can be compared and ordered.

Compare Size, Mass and Capacity - The children learn that objects can be compared and ordered according to their size.

Make Simple Patterns - Children copy, continue and create their own simple repeating patterns.

Phase 2: It's Me 1, 2, 3! Representing 1 2 3 -

Children identify representations of 1, 2 and 3.

Comparing 1 2 3 -

Children begin to understand that as we count, each number is one more than the number before.

Composition of 1 2 3 -

Introduce children to the idea that all numbers are made up of smaller numbers.

Circles and Triangles -

Children learn that circles have one curved side and triangles have 3 straight sides.

Spatial Awareness -

Children hear and begin to use positional language to describe how items are positioned in relation to other items.

Phase 3: Light and Dark

Four - Children count on and back to 4.

Five - Children continue to subitise up to 5 items and to count forwards and backwards.

One More One Less-

Children continue to count, subitise and compare as they explore one more and one less.

Shapes with 4 sides -

Children learn that squares and rectangles have 4 straight sides and 4 corners.

Night and Day - Children talk about night and day and order key events in their daily routine.

Phase 4: Alive in 5!

Introducing Zero - The children will already have some practical understanding of 'nothing there' or 'all gone'. They learn the number name zero and numeral 0.

Comparing Numbers to 5 -

Children continue to understand that when comparing numbers, on quantity can be more than, the same as or fewer than another quantity.

Composition of 4 and 5-

Children will continue to develop the understanding that all numbers are made up of smaller numbers.

Compare Mass (2) -

Children compare objects using the language heavier and lighter than.

Compare Capacity (2) -

Children build on understanding to show half full nearly full and nearly empty.

Phase 5: Growing 6, 7, 8!

6, 7 and 8 - Children continue to apply counting principles when counting to 6, 7 and 8.

Making Pairs - Children understand that a pair is two.

Combining 2 groups -

Children begin to combine 2 groups to find how many altogether.

Length and Height -

Children begin to use language to describe length and height.

Time - Children continue to order and sequence using language such as now, before and later.

Phase 6: Building 9 and 10

9 and 10 - Children continue to apply the counting principle when counting to 9 and 10.

Comparing numbers to 10 - Children continue to make comparisons by lining items up with 1-1 correspondence to compare them.

Bonds to 10 - The children explore number bonds to 10 using real objects in different contexts.

3-D Shape - Children should be given opportunities to build using a variety of shapes and to construct their own 3-D shapes.

Pattern (2) - Building the children's earlier AB pattern work by introducing more complex patterns.

Consolidation

Phase 7: To 20 and Beyond!

Building numbers beyond 10 - Encourage children to build and identify numbers to 20 (and beyond) using a range of resources.

Counting Patterns beyond 10 -

Provide regular opportunities to count on and back beyond 10.

Spatial Reasoning (1) -

Provide regular opportunities for the children to complete jigsaws and shape puzzles. Select and rotate shapes.

Phase 8: First Then Now

Adding More - The children will use real objects to see that the quantity of a group can be changed by adding more.

Taking Away - The children use real objects to see that the quantity of a group can be changed by taking items away.

Spatial Awareness (2) -

Children understand that shapes can be combined and separated to make new shapes.

Phase 9: Find My Pattern

Doubling - The children will learn that double means 'twice as many'.

Sharing and Grouping - The children should understand how to share fairly to recognise equal groups.

Even and Odd - The children begin to understand that some quantities will share equally into 2 groups and some won't.

Spatial Reasoning (3) - Children understand that places and models can be replicated and need to experience looking at these from different positions.




Phase 10: On The Move

Deepening Understanding - Children need time and opportunities to engage in extended problem solving and develop their critical thinking skills.

Patterns and Relationships - Children should be given opportunities to explore and investigate relationships between numbers and shapes.

Spatial Reasoning (4) - The children understand that we can make maps and plans to represent places.

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.

<p>Christian Value: Respect</p> <p><i>How do we show respect to our friends? How do we show respect to our community? How can we show respect for the environment?</i></p>	<p>Christian Value: Thankfulness</p> <p><i>What are we thankful for? How do we show thanks? How do people show thanks to us? Why is it important to say thank you?</i></p>	<p>Christian Value: Endurance</p> <p><i>What can we do if we find something difficult? Who can help us if we feel like giving up? How can we encourage our friends to keep going? Why do we need a growth mindset?</i></p>	<p>Christian Value: Forgiveness</p> <p><i>When do we say sorry? How have you shown forgiveness? Why is it important to forgive others? Why should we think about our actions towards others?</i></p>	<p>Christian Value: Love</p> <p><i>Who do we love? How do we show love to others? How do people show love towards us? Why is it important to let people now you love and care for them? How can you show love to your community and environment?</i></p>	<p>Christian Value: Hope</p> <p><i>Why is it important to have hope? What do you hope for? How do we show hope at school?</i></p>
<p><u>Special Days and Festivals</u></p> <ul style="list-style-type: none">• Harvest Festival (October)• Diwali (November)• Remembrance Day (November)• Hanukkah (November)• Christingle• Advent/Christmas (December) 		<p><u>Special Days and Festivals</u></p> <ul style="list-style-type: none">• Epiphany (January)• Chinese New Year (February)• Mental Health Week (February/March)• Shrove Tuesday (February)• Lent (February)• St David's Day (March)• World Book Day (March)• British Science Week (March)• Mother's Day (March)• St Patrick's Day (March)• Fair Trade fortnight• Easter• St George's Day (April) 		<p><u>Special Days and Festivals</u></p> <ul style="list-style-type: none">• May Day (May)• Christian Aid Week (May)• Father's Day (June)• Summer Solstice (June) 	

	<p>Possible Activities:</p> <p>Identifying their family. Commenting on photos of their family. Can talk about what they do with their family and places they have been with their family. 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. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago - How time has changed. Using cameras. Go for a senses walk outside. Encourage the children to explore the natural world around them and focus on what they can see, hear and feel. Ask the children to close their eyes and think of a place that is special to them. Can they tell a friend or class about their special place and why it is special to them? Talk about the parts of our bodies, exercising, senses and look at disabilities.</p>	<p>Possible Activities:</p> <p>Talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales. 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. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</p>	<p>Possible Activities:</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs. Take the children to see where different people who help us work. For example, post office, library, police station. If any child has a family member who works in a profession who helps others, encourage them to share photos and talk about the job their family member does. Use a map to show where the children's school is and what surrounds it. The children need to help builders decide where to build a new vet's surgery. They can draw a map and show where they want it built. 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.</p>	<p>Possible Activities:</p> <p>Use Handa's Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments - Features of local environment Maps of local area Comparing places on Google Earth - how are they similar/different? Can children differentiate between land and water. Take children to places of worship and places of local importance to the community.</p>	<p>Possible Activities:</p> <p>Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Encourage careful observational drawings of the natural world using photographs they have taken using a tablet or camera. While searching for minibeasts, encourage recognising and naming the different creatures. Think about how to encourage more minibeasts into the setting. Children could work together to make their setting more 'bug friendly' by setting up log piles, minibeast hotels and leaf mounds in different locations. Head outside for a nature walk each term to observe how minibeasts behave in different seasons. Investigate Life Cycles and Plants by growing beans and various other plants in and outside the classroom.</p>	<p>Possible Activities:</p> <p>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. Compare and contrast seaside holidays from the past and the present. If possible, go on a trip to the seaside/Role Play beach. The children can use all of their senses during the trip, then describe the experience. A lifeguard has lost their float and needs the children's help. Can they experiment with a variety of materials, exploring which stay afloat the best in the water tray and find a new float for the lifeguard? Discuss lighthouses then create a working lighthouse. Supervise creating a simple circuit to light up the lighthouse.</p>
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The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Charanga -explore: growing, homes, colour, toys, how I look

Possible Activities:

Sing call-and-response songs, so that children can echo phrases of songs you sing.

Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.

Encourage a child to lay on the floor. Use large-scale building bricks to create an outline of the child. Ask the child to get up and look at the outline the bricks have left. What do they notice?

Provide magazines that contain lots of different faces. Offer a range of materials, such as scissors, glue, pencils and pens. Encourage children to create a self-portrait using a range of media. Invite the children to explore feelings by asking them to represent different feelings using musical instruments. Can they talk about the feelings they have chosen and why they have used those sounds to represent them?

Encourage children to explore body percussion, such as clapping their hands, stamping their feet and patting their legs.

Charanga -My Stories - explore: using your of 4 Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a Time

Possible Activities:

Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats

Listen to music and make their own dances in response. Castle models Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.

Role Play Party's and Celebrations Role Play of The Nativity

Charanga - : Everyone! - explore: family, friends, people and music from around the world.

Possible Activities:

Set up a crime scene in the classroom. The children need to become detectives and work together to solve the crime.

Provide the children with a variety of different materials to explore. Ask them to decide which material they would use if they were going to create an outfit for a coastguard. Encourage them to think about the function of the material, to keep the coastguards warm and dry.

Cut large emergency vehicle shapes out of card. Can the children plan and then design a new look for emergency vehicles? They could use paints, collage and different materials. Sing People Who Help Us Songs and Rhymes. The children could play instruments as they sing.

Charanga - : Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space

Possible Activities:

Design and make rockets. Design and make objects they may need in space,. Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport.

Set up a stage area with instruments and song prompts for children to sing transport songs. Encourage children to develop storylines in their pretend play by setting up chairs in the outside area to be a bus or train. Provide rugs for flying carpets or large cardboard boxes for children to decorate as a vehicle of their choice. Explore and work collaboratively to make a papier-mache hot-air balloon for a teddy bear. Invite children to cover a balloon in glue and strips of paper. When dry, the paper balloon can be painted and a small box attached for a basket. Use your papier-mache hot-air balloon to encourage storytelling.

Charanga -Big Bear Funk - A Transition Unit: 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share

Possible Activities:

Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers

Encourage children to notice features on the different minibeasts they observe in the natural world. Explore colour, pattern and shape to respond to what they have seen using different art materials and techniques (such as chalking and smudging, watercolours or butterfly symmetry painting). Offer opportunities for the children to respond to songs using a wide range of props for play which encourage imagination, such as fabric, streamers, bands and pipe cleaners to make headdresses. Children could choreograph their own dance moves to create a performance piece for a 'big bug ball'.

Charanga -Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.

Possible Activities:

Provide children with instruments. Can they represent the sounds of the sea in different weather conditions, such as in a storm? They could record the music they make. Provide a variety of materials, such as sandpaper, crepe paper, tissue paper, cellophane. Can children collaboratively create a large-scale seaside collage? Create a Puppet Theatre, like the ones you often see at the seaside. The children can create their own storylines with the puppets. Ask the children to lie in the sea (blue material) and play music connected with the seaside, such as pier music. Afterwards, invite children to paint a picture inspired by how the music made them feel. The children could create a pier outside and display their paintings on the pier. Paper plate jellyfish

