

EYFS Curriculum Overview for Woodston Primary School						
Woodston Primary School EYFS Curriculum Vision						
<p>At Woodston Primary School we recognise that a child’s experiences up to the age of five has a huge impact on their future life. We treat children as the individuals they are, celebrating their differences and their strengths, supporting their needs and enabling them to reach their full potential. As a result, our curriculums and daily practice are flexible, responsive and ambitious, taking into consideration the three Characteristics of Effective Learning: playing and exploring, active learning and creating and thinking critically. Our curriculum is based upon the Educational Programmes set out in the statutory EYFS Framework (2021) and supported by the non-statutory guidance of Development Matters (2021) alongside knowledge of our children, families and local communities. This knowledge is interwoven in the seven Areas of Learning and Development, to ensure progress towards meeting our end of year curriculum goals and the Early Learning Goals (ELGs) by the end of the Reception year and appropriately prepare them for Year one. We aim to give our children the best possible start. The themes throughout our curriculum will enable our children to understand the varying attitudes, customs, and traditions within our local area and wider world. This curriculum is ambitious for every child because all children deserve to have an equal chance of success. At Woodston we understand that our children are powerful learners, we strive to ensure that every child can make progress in their learning, through a mixture of adult direct lesson, adult initiated support, and children’s play.</p>						
Educational Programmes						
Prime Areas			Specific Areas			
Communication & Language	Personal, Social & Emotional	Physical	Literacy	Mathematical	Understanding the World	Expressive Arts & Design
<p>We understand that the development of children’s spoken language underpins all seven areas of learning and development. Therefore, communication and language is an integral part of our teaching, learning and environment.</p> <p>Through meaningful and responsive interactions with adults, children develop communication skills, explore and extend vocabulary, and have shared experiences in order to deepen their understanding. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners build children’s language effectively.</p> <p>Direct vocabulary teaching using Word Aware exposes the children to a range of words and their context. Colour Semantics is used alongside to develop oral sentence construction.</p> <p>Here at Woodston, we are privileged to have a wide range of home languages, spoken by both pupils and staff members. These are both valued and celebrated throughout EYFS and the wider school. Regularly sharing stories, non-fiction, rhyme and poems gives the children extensive opportunities to use and embed new words in a range of contexts and develop their comprehension skills.</p>	<p>Children’s personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.</p> <p>Our learning environment and daily routines are designed to promote happiness, independence, security and self-regulation. Children will be supported to manage their own emotions, persist and wait their turn as well as effectively directing their attention.</p> <p>Modelling good behaviour and reflective discussions, alongside the class rules, enable children to develop an understanding of themselves and others, and supports the development of strong and positive relationships. Independence in learning and self-care are vital in developing resilience and a positive sense of self.</p> <p>Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</p>	<p>Children are taught the importance of regular exercise and its effect on our physical, mental and emotional wellbeing.</p> <p>They take part in regular PE lessons, which includes many opportunities such as, gymnastics, team games and athletics. Children spend time developing key skills such as balance and coordination, as well as spatial awareness.</p> <p>Throughout the school day, children remain active and engaged in many activities, both developing gross motor skills as well as their fine motor skills. They are given opportunities to develop these through a range of resources, tools, activities and structured feedback during continuous provision.</p> <p>At the beginning of the year, two strategies are employed to develop children’s strength and dexterity: daily ‘Squiggle whilst you Wiggle’ and then ‘Funky Fingers’ which aids the development of handwriting.</p>	<p>Phonics is taught via Little Wandle, an accredited Systematic Synthetic Phonics Programme (SSP). It is delivered via whole class teaching alongside smaller group sessions. Group reading books are used to develop decoding, prosody and comprehension. Children are also expected to read phonically decodable books and real books to develop a love of reading, fluency and broaden vocabulary, both at school and at home.</p> <p>Power of Reading (CLPE) is used in Reception and across school to expose children to a variety of texts and authors whilst developing a culture of reading for pleasure. The texts enhance our curriculum and provide the children with great opportunities to retell stories, discuss characters and key events, build on their own real-life experiences and most importantly, support children to become confident, happy and enthusiastic readers and writers.</p> <p>Writing resources are incorporated throughout the environment to encourage spontaneous mark making; children’s attempts and creativity are celebrated. We inspire and encourage children to write independently following whole class or group literacy sessions where</p>	<p>Maths is all around us! Children learn about it through play and daily experiences in meaningful ways. They actively learn to sort, explore, compare, count, calculate, describe, subitise and manipulate numbers through the resources and activities in their environment.</p> <p>They learn to become creative, critical thinkers, problem solvers and brave learners. Additionally, maths is explicitly taught daily as a short whole class session using Number Sense and followed up with group work within the environment.</p> <p>Following a mastery approach, children use a combination of concrete objects, pictorial representations, and abstract ideas to develop reasoning and problem-solving skills and ultimately deepen their understanding.</p>	<p>Children are given experiences to help develop their awareness, understanding, respect and appreciation of a world around them. The vast outdoor area within our school environment will help them to observe and discover seasonal changes in the world we live in.</p> <p>Children learn about similarities and differences in cultures and customs through visits from family and community members. We all tell our own stories and use books to learn about others and expand vocabulary.</p> <p>We provide opportunities to participate in visits away from the school site, to enhance all children’s knowledge and understanding, broadening it further.</p>	<p>We believe that creative expression is an important tool for developing children’s self-esteem, confidence, and individuality.</p> <p>We provide children with a range of opportunities to develop and enhance their artistic and cultural awareness, Children will use a variety of resources and tools to facilitate this in their art, construction small world and role-play. Through this, the children will develop their vocabulary, understanding, imagination and self-expression.</p> <p>The children engage in regular singing and musical activities, developing the skills to appreciate, understand and respond to what they hear. British Sign Language is used to support the recall of song lyrics.</p>
Curriculum Goals						
<ul style="list-style-type: none"> • ASK a relevant question, make a relevant comment • CONVERSE in a back-and-forth exchange with friends & teachers • EXPRESS openly about themselves and who they are 	<ul style="list-style-type: none"> • Show EMPATHY to others • Show ENDEAVOUR towards their learning • Show COURAGE to aim high and embrace challenge • Show CURIOSITY about the world around them 	<ul style="list-style-type: none"> • To HANDLE and MANIPULATE tools with confidence • To HOLD and CONTROL a pencil effectively • To demonstrate good COORDINATION within physical activities • To NEGOTIATE space successfully 	<ul style="list-style-type: none"> • TALK about favourite stories • Use VOCABULARY from core class texts • Fluently READ a book consistent with their phonic knowledge • WRITE simple sentences that they can read and can be read by others 	<ul style="list-style-type: none"> • UNDERSTAND in depth numbers to 10, including number bonds • SUBITISE quantities to 10 • RECOGNISE the pattern of the counting system • COMPARE quantities in different contexts • EXPLAIN, REASON & PROBLEM SOLVE using numbers to 10 	<ul style="list-style-type: none"> • KNOW the people who are there to help them • CARE and RESPECT for living things • APPRECIATE and RESPECT different religious and cultural communities locally and around the world • To RECOGNISE and COMPARE similarities and differences in the world around us 	<ul style="list-style-type: none"> • EXPRESS themselves in a variety of ways • PERFORM a story, song, poem or rhyme to an audience • INVENT and ADAPT their own ideas • RETELL stories, poems and rhymes through play
EYFS Curriculum Content						
Term	Autumn		Spring		Summer	
	5 th September-24 th October (7 weeks)	31 st October-20 th December (7 weeks)	4 th January-13 th February (6 weeks)	20 th February-31 st March (6 weeks)	17 th April-26 th May (6 weeks)	5 th June- 18 th July (6 weeks)
Themes	All About Us	Out of this World (space)	Where in the World (journeys)	Terrific Tales	Growing	Under the Sea
Big questions	<p>What makes me unique? Who am I? Where do we come from? How am I similar to my peers? How am I different to my peers?</p>	<p>Where do we live? What is Earth? Where is space? What does space look like? How do we get to space? Who has been to space?</p>	<p>Where do we live? Where have we lived? Where have we been? Where would we like to go?</p>	<p>Who are the main characters? Where is the setting? How does the tale end? How would you like the tale to end?</p>	<p>How does your garden grow? How do the seasons change what grows? How do animals change? Where does my food come from? Who looks after our world?</p>	<p>What is the sea? Where is the sea? What lives under the sea? How are sea creatures different to us? What does a marine biologist do?</p>

Concepts (Linked to Whole School Curriculum)	Similarities & Differences (H) Community & Culture (H) Settlements (G) Biology (S)	Exploration & Investigation (H) Settlements (G) Earth Science (S) Physics (S) Chemistry (S)	Exploration & Investigation (H) Similarities & Differences (H) Physical Geography (G) Movement (G) Cartography (G) Climate (G) Physics (S) Chemistry (S)	Community & Culture (H) Physics & Chemistry (S)	Similarities & Differences (H) Climate (G) Resources (G) Biology (S)	Physical Geography (G) Biology & Physics (S)
Sparkling Starters	Starting Reception at Woodston Primary School	Junk modelling day- building rockets	Carousel of Countries China India Antartica	Dress Up Day (World Book Day)	Guess the Baby (Human Life Cycle) / Chicks	Sea Themed Dress Up Day
Fabulous Finish	Nursery Rhyme Performances (puppets)	Nativity/ write letters to Santa	Trip: Walk to local area/ park	Reading café / parents day	Sacrewell Farm visit	End of year party
Celebrations/ Awareness Days	Harvest Festival Black History Month (October) Halloween (31 st October) Diwali (25 th October)	Halloween (31 th October) Bonfire Night (5 th November) Remembrance (11 th November) Children in Need (18 th November) Hanukkah (18 th -26 th December) Christmas (25 th December)	Mental health week (7 th – 13 th February) New Year (1 st January) Chinese New Year (22 nd January) Year of Rabbit Safer Internet Day (14 th February) Valentine’s Day (14 th February)	Shrove Tuesday/St David’s (21 st February) World Book Day (3 rd March) St Patrick’s Day (17 th March) Holi (17 th -18 th March) Comic Relief (18 th March) Mother’s Day (19 th March) Easter (9 th April)	Ramadan (22 nd March-20 th April) Eid al-Fitr (21 st -22 nd April) Queen’s Birthday (21 st April) St George’s Day (23 rd April)	Father’s Day (18 th June) Summer Solstice (21 st June) Sports day Transition to year 1
Power of Reading Texts	The Everywhere Bear Tanka, tanka, Skunk Hickory Dickory Dog Lulu Gets a Cat A Great Big Cuddle (Poems) So Much Here’s a little poem (Poems)	Astro Girl Owl Babies Emily Brown and The Thing	The Naughty Bus The Blue Penguin Alphonse, there’s mud on the ceiling Handa’s Surprise The Train Ride We’re Going on a Bear Hunt	Please Mr Magic Fish The Gigantic Turnip No Dinner	Errol’s Garden What the Ladybird Heard	Surprising Sharks Billy’s Bucket
Other key texts	Nursery rhymes..... Each Peach, Pear, Plum On the Ning, Nang, Nong Little Lumpty Peepo	Whatever Next Beegu The Gruffalo/Gruffalo’s Child Stickman	One day on our blue planet The Ugly Five The 100 Decker Bus	The Troll 3 Little pigs Billy Goats Gruff Little Red Riding Hood Goldilocks and the three bears A Squash & a Squeeze The Smartest Giant in Town	What the Ladybird Heard Next / on Holiday / At the Seaside The Pig in a Pond The Very Hungry Caterpillar Titch Once there were Giants	Is a Blue Whale the Biggest Thing there is? The Snail and the Whale
EYFS Curriculum Content						
<ul style="list-style-type: none"> ASK a relevant question, make a relevant comment CONVERSE in a back-and-forth exchange with friends & teachers EXPRESS openly about themselves and who they are 	<ul style="list-style-type: none"> Show EMPATHY to others Show ENDEAVOUR towards their learning Show COURAGE to aim high and embrace challenge Show CURIOSITY about the world around them 	<ul style="list-style-type: none"> To HANDLE and MANIPULATE tools with confidence To HOLD and CONTROL a pencil effectively To demonstrate good COORDINATION within physical activities To NEGOTIATE space successfully 	<ul style="list-style-type: none"> TALK about favourite stories Use VOCABULARY from core class texts Fluently READ a book consistent with their phonic knowledge WRITE simple sentences that they can read and can be read by others 	<ul style="list-style-type: none"> UNDERSTAND in depth numbers to 10, including number bonds SUBITISE quantities to 10 RECOGNISE the pattern of the counting system COMPARE quantities in different contexts EXPLAIN, REASON & PROBLEM SOLVE using numbers to 10 	<ul style="list-style-type: none"> KNOW the people who are there to help them CARE and RESPECT for living things APPRECIATE and RESPECT different religious and cultural communities locally and around the world To RECOGNISE and COMPARE similarities and differences in the world around us 	<ul style="list-style-type: none"> EXPRESS themselves in a variety of ways PERFORM a story, song, poem or rhyme to an audience INVENT and ADAPT their own ideas RETELL stories, poems and rhymes through play
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Communication & Language	<p>Daily Afternoon Circle Time To express ideas, feelings and a point of view about themselves.</p> <p>To describe their personal traditions, e.g., in role play.</p> <p>To recite the words to their favourite nursery rhyme.</p> <p>-To share their ideas in a small group.</p>	<p>To comment on what they hear in response to discussions, non-fiction texts and stories.</p> <p>To begin to use a talk partner to share ideas and to retell what their partner said.</p> <p>To engage in conversations using complete sentences.</p> <p>To use colourful semantics and identify the who, what doing, what and where, when exploring an illustration.</p> <p>To share their ideas in front of the rest of the class.</p>	<p>To describe how they get to school.</p> <p>To discuss the differences between their local homes and further afield, e.g., during story time, role play.</p> <p>Describe actions that community members do to help our local area</p> <p>To draw on their colourful semantic knowledge to support them to create their own short stories.</p>	<p>To retell key events from their favourite tales and stories and answer specific questions.</p> <p>To be able to verbalise their favourite part of a fiction text and suggest a different ending.</p>	<p>To describe each stage of a chosen life cycle.</p> <p>To suggest ways that we can look after our planet.</p> <p>To speak audibly and in full sentences.</p>	<p>To name physical features of the seaside.</p> <p>To speak confidently, audibly and in full sentences</p> <p>To respond in detail to stories and non-fiction by answering open questions.</p>
Personal, Social and Emotional Development	<p>Getting to Know Me!</p> <ol style="list-style-type: none"> Who.... Me? How am I feeling today? Being at school Gentle hands Our rights Our responsibilities <p>To follow rules and instructions.</p> <p>To build relationships with peers and understand the importance of sharing and taking turns.</p> <p>To develop independence by allowing children to take on</p>	<p>Celebrating our Differences</p> <ol style="list-style-type: none"> What am I good at? I’m special, I’m me Families Houses and homes Making friends <p>To work and play cooperatively.</p> <p>To think about others' perspectives.</p> <p>To show understanding of others' feelings (empathy).</p>	<p>Celebrating our Dreams and Goals</p> <ol style="list-style-type: none"> Challenge Never giving up Setting a goal Obstacles and support <p>To work towards goals (e.g., choose a model to make, decide how to rescue small world characters) and make steps to meet it.</p> <p>Mindfulness Activities – Yoga and Meditation</p> <p>To develop independence by allowing children to take on</p>	<p>Celebrating our Bodies</p> <ol style="list-style-type: none"> Everybody's body We like to move it, move it! Food glorious food Keeping clean Stranger Danger <p>To distinguish between mental and physical being and health.</p> <p>To develop independence by allowing children to take on job roles within the classroom -The Helping Hero.</p>	<p>Celebrating Relationships</p> <ol style="list-style-type: none"> My family and me! Being the best friends we can be <p>To develop independence by allowing children to take on job roles within the classroom -The Helping Hero.</p> <p>To engage in teamwork activities involving negotiations.</p> <p>To develop independence by allowing children to take on job roles within the classroom -The Helping Hero.</p>	<p>Celebrating Growth and Change</p> <p>Preparing for change and identifying associated emotions.</p> <p>Preparation for the transition to Year One.</p> <p>Reflection of the Reception year.</p> <p>Setting personal targets.</p> <p>To develop independence by allowing children to take on job roles within the classroom -The Helping Hero.</p>

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Physical Development	<p>Daily ‘Squiggle Whilst you Wiggle’ sessions to focus on developing upper body strength and coordination.</p> <p>Focus on developing a comfortable pencil grasp in all children.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Train children to confidently use the large and small apparatus indoors and outside, alone and in groups. Focus on the slide, large wooden blocks and the fireman’s pole.</p> <p>Develop the skills the children need to manage the school day successfully. Focus on lining up and queuing at mealtimes.</p> <p>Focus on self-care: washing hands properly, going to the toilet regularly blowing noses.</p> <p>PE Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing</p> <p>Play movement games to develop overall body-strength, balance, co-ordination and agility.</p>	<p>Funky Fingers carousel 3 times a week focusing on developing finger dexterity, strength and coordination.</p> <p>Focus on pencil control and forming taught graphemes in phonics.</p> <p>Train children to confidently use the large and small apparatus indoors and outside, alone and in groups. Focus on climbing the tree safely, using the bikes</p> <p>Focus on self-care: washing hands properly, going to the toilet regularly blowing noses.</p> <p>Through Cosmic Kids Yoga, focus on developing their core muscle strength so they can achieve a good posture when sitting at a table or sitting on the floor.</p> <p>PE – Team Building Circuits Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop the children's confidence, competence, precision and accuracy when engaging in ball games.</p> <p>Children retain and perform dance moves for the Christmas Nativity</p>	<p>Funky Fingers carousel 3 times a week focusing on developing finger dexterity, strength and coordination.</p> <p>Focus on pencil control and forming taught graphemes in phonics.</p> <p>Children engage in observational drawings and develop their ability to show accuracy and care in their work.</p> <p>Through Cosmic Kids Yoga, focus on developing their core muscle strength so they can achieve a good posture when sitting at a table or sitting on the floor.</p> <p>PE – Gymnastics Train children to use balance beams, horses and the large wall climbing apparatus. Teach them how to assess risks and to manage their safety carefully.</p>	<p>Funky Fingers carousel 3 times a week focusing on developing finger dexterity, strength and coordination.</p> <p>Focus on refining all graphemes in the alphabet.</p> <p>Children engage in observational drawings and develop their ability to show accuracy and care in their work.</p> <p>Handling small garden tools when planting seeds.</p> <p>Regular runs around the running track to develop coordination and stamina.</p> <p>PE – Games Continue to develop overall body strength, coordination, balance & agility. Continue to develop confidence with wheelbarrows, balance bikes & pedal bikes.</p>	<p>Funky Fingers carousel 3 times a week. Focusing on developing finger dexterity, strength and coordination.</p> <p>Focus on refining all graphemes in the alphabet and beginning to form capital letters.</p> <p>Children watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Regular runs around the running track to develop coordination and stamina.</p> <p>Handling small garden tools when planting seeds.</p> <p>PE - Rounders Children develop the ability to throw and kick at a target. They practise adjusting speed and direction to avoid obstacles. They show increasing control over an object when throwing and catching.</p> <p>They develop an understanding of sportsmanship skills.</p>	<p>Funky Fingers carousel 3 times a week focusing on developing finger dexterity, strength and coordination.</p> <p>Focus on refining all graphemes in the alphabet and capital letters.</p> <p>Regular runs around the running track to develop coordination and stamina.</p> <p>PE – Athletics and Preparation for Sports Day Egg and spoon race Sprinting Balancing a beanbag on their head Jumping through hoops</p> <p>Children practise adjusting speed and direction to avoid obstacles. They show increasing control over an object in throwing, catching and kicking and good control and co-ordination in large and small movements.</p> <p>They develop an understanding of sportsmanship skills.</p>
Literacy: Phonics and Reading	<p>Phonics: Phase 1 Phonics -Use favourite stories and print in the environment to explore the 5 key concepts about print: -Meaning -Different purposes -Name parts of book -Page sequencing</p> <p>-Listening to stories with attention and recall -Joining in with rhymes and repeated refrains -Name recognition</p> <p>Weekly 1:1 reading: Lilac -Holding books and turning pages -Engage in extended conversations about books, learning new vocabulary -Describe what’s happening in pictures -Answering questions about books</p> <p>Fortnightly library book</p> <p>Weekly orange dot book</p> <p>Weekly eCollins book expected to be read at 90% fluency after the reading carousel.</p>	<p>Phonics: Phase 2 Little Wandle Graphemes s a t p i n m d g o c k c k e u r h b f l</p> <p>Tricky Words is I the</p> <p>Reading Carousel – 3 times a week 1x Decoding 1x Prosody 1x Comprehension</p> <p>-Recognising letters -Pointing out initial sounds -Oral blending and blending VC/CVC</p> <p>Fortnightly library book</p> <p>Weekly orange dot book</p> <p>Weekly eCollins book expected to be read at 90% fluency after the reading carousel.</p>	<p>Phonics: Phase 2 Little Wandle Graphemes ff ll ss j v w x y z zz qu ch sh th ng nk words with –s /s/ added at the end (hats, sits) words ending –s /z/ (his) and with –s /z/ added at the end (bags)</p> <p>Tricky Words put pull full as and has his her go no to into she push* he of we me be</p> <p>Reading Carousel – 3 times a week 1x Decoding 1x Prosody 1x Comprehension</p> <p>-Blending CVC words -Reading simple phrases and sentences -Answering questions about sentences read. -Beginning to incorporate other reading strategies.</p> <p>Fortnightly library book</p> <p>Weekly orange dot book</p> <p>Weekly eCollins book expected to be read at 90% fluency after the reading carousel.</p>	<p>Phonics: Phase 3 Little Wandle Graphemes ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words</p> <p>Tricky Words was you they my by all are sure pure</p> <p>Reading Carousel – 3 times a week 1x Decoding 1x Prosody 1x Comprehension</p> <p>Fortnightly library book.</p> <p>Weekly orange dot book</p> <p>Weekly eCollins book expected to be read at 90% fluency after the reading carousel.</p>	<p>Phonics: Review Phase 3 Little Wandle longer words, including those with double letters words with –s /z/ in the middle words with –es /z/ at the end words with –s /s/ and /z/ at the end</p> <p>Tricky Words Review all taught so far</p> <p>Reading Carousel – 3 times a week 1x Decoding 1x Prosody 1x Comprehension</p> <p>Fortnightly library book</p> <p>Weekly orange dot book</p> <p>Weekly eCollins book expected to be read at 90% fluency after the reading carousel.</p>	<p>Phonics: Phase 4 Little Wandle Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –es</p> <p>Tricky Words said so have like some come love do were here little says there when what one out today</p> <p>Reading Carousel – 3 times a week 1x Decoding 1x Prosody 1x Comprehension</p> <p>Fortnightly library book</p> <p>Weekly orange dot book</p> <p>Weekly eCollins book expected to be read at 90% fluency after the reading carousel.</p>

<p>Literacy:</p> <p>Writing</p>	<p>-Funky fingers</p> <p>-Writing initial sounds</p> <p>-Pattern & letter shapes</p> <p>-Mark making/writing for purpose_matched to children's interests</p> <p>-Name writing</p> <p>-Begin to form some letters accurately</p>	<p>-Oral segmenting</p> <p>-Forming more letters correctly</p> <p>-Writing initial sounds and basic CVC labels</p> <p>-Writing Christmas post, e.g., lists and letters</p>	<p>-Forming letters correctly</p> <p>-Spelling CVC words</p> <p>-Writing short sentences including CVC words.</p> <p>-Writing some irregular common words linked to Little Wandle</p> <p>-Writing New Year's wishes.</p>	<p>-Spelling CVC words containing digraphs</p> <p>-Writing short sentences using finger spaces and simple punctuation.</p> <p>-Sequencing traditional tales</p> <p>-Creating story maps and rewriting stories</p>	<p>-Form capital letters</p> <p>-Writing sentences - finger spaces and full stops</p> <p>-Writing fact sheets about flowers, veg, and animals</p>	<p>-Form capital letters correctly</p> <p>-Writing sentences- finger spaces, caps letter, full stops</p> <p>-Reading back sentences to check they make sense</p> <p>-Creating fact files about sea creatures.</p> <p>-Creating their own fiction texts linked to Billy's Bucket</p>
<p>Mathematics</p>	<p>Number Sense</p> <p>Week 4 – Spatial Reasoning, Construction and 3D Shapes</p> <p>Week 5 -Spatial Reasoning, Construction 3D Shapes</p> <p>Week 6- Book 1: Subitising 1-2</p> <p>Week 7- Book 2: Subitising 1-3</p> <p>Continue spatial reasoning all term through provocations in continuous provision.</p>	<p>Number Sense</p> <p>Week 1- Spatial reasoning 2D shapes and shape puzzles</p> <p>Week 2- Spatial reasoning 2D shapes and shape puzzles</p> <p>Week 3- Book 3: Subitising 1-4</p> <p>Week 4- Book 3: Subitising 1-4</p> <p>Week 5- Book 4: Subitising 1-5</p> <p>Week 6- Book 4: Subitising 1-5 tens frames</p> <p>Week 7- Maths assessments</p> <p>Continue spatial reasoning all term through provocations in continuous provision.</p>	<p>Number Sense</p> <p>Week 1- Pattern</p> <p>Week 2- Pattern</p> <p>Week 3- Book 5: Subitising 6-10</p> <p>Week 4- Book 5: Subitising 6-10</p> <p>Week 5- Counting out up to 10 items from a collection (not covered by EYNS)</p> <p>Week 6- Counting out up to 10 items from a collection (not covered by EYNS)</p> <p>Continue pattern all term through provocations in continuous provision.</p>	<p>Number Sense</p> <p>Week 1- Spatial reasoning symmetry including shape puzzles and construction</p> <p>Week 2- Books 6&7: Partitioning 2 and 3</p> <p>Week 3- Book 8: Partitioning 4</p> <p>Week 4- Book 9: Partitioning 5</p> <p>Week 5- Book 10: Partitioning 10</p> <p>Week 6- Book 10: Partitioning 10</p> <p>Continue spatial reasoning all term through provocations in continuous provision.</p>	<p>Number Sense</p> <p>Week 1- Measures</p> <p>Week 2- Measures</p> <p>Week 3- Book 11: Composition of 6-9</p> <p>Week 4- Book 11: Composition of 6-9</p> <p>Week 5- Book 12: Comparing numbers to 10</p> <p>Week 6- Book 12: Comparing numbers to 10</p> <p>Continue measure all term through provocations in continuous provision.</p>	<p>Number Sense</p> <p>Week 1- Book 13: Patterns in odd and even numbers</p> <p>Week 2- Book 13: Patterns in odd and even numbers</p> <p>Week 3- Book 13: Equal distribution</p> <p>Week 4- Pattern</p> <p>Week 5- Spatial reasoning Maps and plans</p> <p>Week 6- Measures</p> <p>Continue measure all term through provocations in continuous provision.</p>
<p>Understanding the World</p>	<p>Who am I?</p> <p>What is a family?</p> <ul style="list-style-type: none"> Who is in my family? Share stories & photos Other people who are important to me Supporting others – Harvest <p>Our school day:</p> <ul style="list-style-type: none"> Activities Sequence: first, next, then Rules School grounds (maps) Important people in the school community <p>Observing changes in seasons & weather –</p> <ul style="list-style-type: none"> What can we see that means autumn has arrived? 	<p>Planets /space</p> <p>Exploring space - Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Recognise that people celebrate special times in different ways, e.g. bonfire night, Diwali, birthdays, Christmas.</p> <p>Diwali: Rangoli Patterns, Diva Lamps</p> <p>Bonfire Night: Rotation of activities – firework painting, creating sparklers, bonfire songs, Guy Fawkes</p> <p>Christmas: The Nativity, writing letters to Santa, studying the North pole and comparing similarities and differences.</p> <p>Observing changes in seasons & weather – What is happening as autumn transitions into winter? What do we notice about our environment - trees, ground, mud, water?</p>	<p>Explore local maps and create simple maps – how can we draw simple information from maps?</p> <p>Identify differences and similarities in the local area compared to the past</p> <p>How were schools the same/different in the past? Family members' and staff experiences</p> <p>How am I/my family/my community the same & different to others'?</p> <p>What is a community? Who is in my community? Who works in my school, what they do and where can I find them?</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Understand the important processes and changes in the natural world around them, including changing states of matter. Children conduct their own freezing and melting experiments.</p>	<p>Planting sunflowers. Caring for plants and living eggs.</p> <p>Lifecycles – Insect Lore explore the lifecycle of a butterfly.</p> <p>Exploring different natural environments in the school grounds and in the local area.</p> <p>Observing changes in seasons & weather – Changes from spring to summer</p>	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Changes over time – tide</p> <p>How were beaches and seaside the same/different in the past?</p> <p>Explore the natural world, observing and describing the world around them</p>
<p>Expressive Arts and Design</p>	<p>Introduction to Draw a Person</p> <p>Modelling how to engage in imaginative role play. Adult to be supporting in the role play area.</p> <p>Training children how to use the art resources. Focus on paint, scissors, joining skills and how to take care of pens, crayons, chalk.</p> <p>Creating self-portraits using a variety of different media.</p> <p>Artists - Andy Goldsworthy (English)</p> <p>Creating transient art using natural resources. Nature walks to find their own resources.</p>	<p>Draw a Person</p> <p>Children invent and adapt stories through their role play and small world play – rockets, space themed provocations.</p> <p>Perform Christmas nativity</p> <p>Colour mixing and how to use water colours appropriately.</p> <p>Diwali and Bonfire Night inspired art.</p> <p>Christmas cards and decorations.</p>	<p>Draw a Person</p> <p>Create freeze frames based on their current Power of Reading text and use props to retell the stories.</p> <p>Observational drawings: based on interest whilst listening to different pieces of music.</p> <p>Junk modelling. Exploring different recyclable materials.</p> <p>Artists - Sculptures from around the world e.g. Stature of Liberty, Angel of the North, Christ the Redeemer, The Great Sphinx, The ArcelorMittal Orbit</p>	<p>Draw a Person</p> <p>Make use of props and materials in the role play area to re-create well known terrific tales that have been taught</p> <p>Observational drawings: based on fruit and veg.</p> <p>Fruit and veg printing.</p> <p>Creating puppets of traditional tales characters</p> <p>Artists - Raku Inoue (Japanese)</p> <p>Easter art and decorations</p>	<p>Draw a Person</p> <p>Create freeze frames based on their current Power of Reading text and use props to retell the stories.</p> <p>Observational drawings: based on nature.</p> <p>Explore: rubbings (natural objects) & using natural resources to create images, patterns and sculptures</p> <p>Artists- Van Gough (Dutch)</p>	<p>Draw a Person</p> <p>Observational drawings: based on self-portraits. Can they draw themselves using a picture from the beginning of the year and a picture from now?</p> <p>Manipulating malleable materials to create 3D sculptures– mud, playdough, salt dough, clay</p> <p>Artists- Picasso (Spanish)</p>