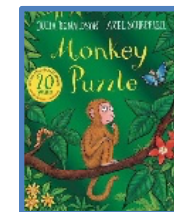
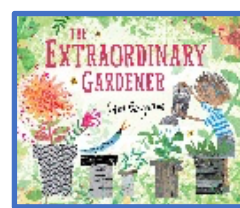
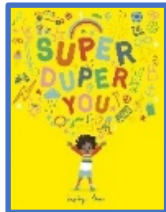




Bruche Primary School Academy

Reception Curriculum

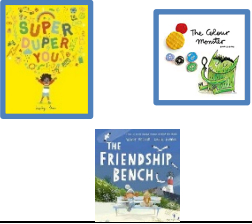





EYFS 2024 - 2025



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Super Me and Super You	Time for Change	Testing the Water	Growing	Near and Far	Chester Zoo
Planning around a quality text: <i>To be chosen following children's interests</i>						
Linked occupations	<ul style="list-style-type: none"> o Dentist o School staff o Photographer 	<ul style="list-style-type: none"> o School Site Manager o Shop keeper o Baker o Park Keeper 	<ul style="list-style-type: none"> o Fisherman 	<ul style="list-style-type: none"> o Tree Surgeon o Bee Keeper 	<ul style="list-style-type: none"> o Emergency Services o Pilot o Astronaut 	<ul style="list-style-type: none"> o Zoo Keepers o Park Rangers
Linked texts <i>Non-fiction</i> <i>Traditional Tales</i> <i>Diversity</i>	<ul style="list-style-type: none"> o Mr Big o You Must Bring a Hat o Different Families o Colour Monster Goes to School o Ruby's Worries o Bad Tempered Ladybird o Funny Bones o The Same but Different Too o Amazing o The Elves and the Shoemaker 	<ul style="list-style-type: none"> o Percy the Park Keeper stories o Don't Hog the Hedge Tree o Leafman o Owls in the Night – Catherine Baker o Nests – Elspeth Graham o Pumpkin Soup o Worried o The Squirrels Who Squabbled o Pink is for Boys 	<ul style="list-style-type: none"> o Someone Swallowed Stanley o Lighthouse Keepers Lunch o The Weather Report – Alison Hawes o The Snail and the Whale o Lost and Found o The Ugly Duckling o Odd Dog Out 	<ul style="list-style-type: none"> o Bean o Hungry Caterpillar o Things with Wings o The Cautious Caterpillar o Good Things on the Farm – Catherine Baker o The Enormous Turnip o Jack and the Beanstalk o Tadpoles Promise 	<ul style="list-style-type: none"> o Emma's Jane o Aeroplane o Air Miles – John Burningham o Solar System o Supertato o The Three Billy Goats Gruff o Zoom o The Tortoise and The Hare 	<ul style="list-style-type: none"> o Animals and Us o The Tiger Who Came to Tea o The Blue Chameleon o Little Red and the Very Hungry Lion

Linked rhymes	<ul style="list-style-type: none"> ○ Happy Birthday ○ I Look in the Mirror ○ Finger Family Song ○ Families are all Different ○ The Colour Song ○ Oh, Rainbow ○ Happy Birthday <i>in different language to represent cohort</i> ○ Harvest songs 	<ul style="list-style-type: none"> ○ Who Shall Help the Little Red Hen ○ Farmer Plants the Seeds ○ It is Autumn ○ Ten Little Leaves ○ The Little Pumpkins ○ Diwali songs ○ Hannukah songs ○ Christmas songs 	<ul style="list-style-type: none"> ○ Whale Song ○ The White Whale ○ Winter Animals ○ Snowball ○ Waiting for Snow ○ Ten Little Fish ○ Chinese New Year 	<ul style="list-style-type: none"> ○ Ten Little Flowers ○ The Seed Song ○ Grow a Plant Song ○ Here is the Beehive ○ The Very Hungry Caterpillar ○ The Minibeasts Came in 2 by 2 ○ The Minibeast Feast ○ Easter songs ○ Holi songs ○ Eid al-Fitr songs 	<ul style="list-style-type: none"> ○ Can you See the Dragon ○ Superhero, Superhero ○ Superhero Pledge ○ If I was a Superhero ○ Many Ways to Travel ○ Ten Little Cars ○ The Transportation Song 	<ul style="list-style-type: none"> ○ The Jungle Song ○ African Animals ○ Walking through the Jungle ○ We went to the animal Fair ○ You've Got a Friend in Me
Trips/Visitors/First Hand Experiences Enrichments	<ul style="list-style-type: none"> ○ Dentist ○ Pet visit ○ Parent / grandparent visit talking about different occupations ○ Photographer 	<ul style="list-style-type: none"> ○ Autumn trip to Kenyon Hall Farm ○ Pantomime ○ Church 	<ul style="list-style-type: none"> ○ Winter walk to the school forest ○ Scientist 	<ul style="list-style-type: none"> ○ Visit the chicks in nursery ○ Caterpillars 	<ul style="list-style-type: none"> ○ Summer walk ○ Chester Zoo 	<ul style="list-style-type: none"> ○ Y1 visitors – Q & A time ○ Transition visits to Year One
Celebrations / Festivals / Special Events	<ul style="list-style-type: none"> ○ Birthdays ○ Star of the Week 	<ul style="list-style-type: none"> ○ Birthdays ○ Spanish Superstar ○ Harvest Festival ○ Diwali / Hannukah ○ Christmas ○ Bonfire Night 	<ul style="list-style-type: none"> ○ Birthdays ○ Star of the Week ○ Spanish Superstar ○ End of half term reading raffle ○ New Year 	<ul style="list-style-type: none"> ○ Birthdays ○ Easter ○ Holi ○ Star of the Week ○ 'Egg'cellent learners ○ Spanish Superstar ○ End of half term reading raffle 	<ul style="list-style-type: none"> ○ Birthdays ○ Start of Summer ○ Eid al-Fitr 	<ul style="list-style-type: none"> ○ Birthdays ○ Sports Day ○ Transition

Characteristics of Effective Learning *to be embedded through all areas of learning ... creating powerful learners and thinkers*

Playing & Exploring

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects
- Guide their own thinking and actions by talking to themselves while playing
- Make independent choices
- Do things independently that they have been previously taught
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning
- Respond to new experiences that you bring to their attention

Active Learning

- Participate in routines, such as going to their cot or mat when they want to sleep.
- Begin to predict sequences because they know routines
- Show goal-directed behaviour
- Begin to correct their mistakes themselves
- Keep on trying when things are difficult.

Thinking and Creating Critically

- Take part in simple pretend play
- Sort materials
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems
- Use pretend play to think beyond the 'here and now' and to understand another perspective
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions

COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

Educational Programme: 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

Early Learning Goals:

ELG Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions □ Make comments about what they have heard and ask questions to clarify their understanding □ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary □ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate □ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Autumn 1 Super Me and Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ○ Understand a question or instruction that has two parts <ul style="list-style-type: none"> - Linked to: □ Daily routines □ Activities ○ Understand how to listen carefully and why listening is important <ul style="list-style-type: none"> - One-to-one / small groups / whole class ○ Learn new vocabulary <ul style="list-style-type: none"> - Linked to: □ daily routine □ themes □ key knowledge ○ Listen carefully to rhymes and songs and begin to pay attention to how they sound <ul style="list-style-type: none"> - Learn rhymes, songs & poems - Anticipate words, begin to adapt phrases (<i>with support</i>) ○ Listen to stories and begin to be active participants <ul style="list-style-type: none"> □ Join in with repeated refrains □ Fill in rhyming words □ Answer a range of questions with relevant comments □ Ask questions to develop understanding □ Talk about likes / dislikes □ Discuss characters, events, setting ... <i>character, happened</i> 		<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ○ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <ul style="list-style-type: none"> - Listen to others and join in conversation, turn taking ○ Listen carefully to and learn rhymes, poems and songs ○ Listen to and talk about stories to build familiarity and understanding <ul style="list-style-type: none"> - Engage in conversation about main characters / events - Link story events to own experiences / other texts - Discuss feelings and actions of main characters ○ Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary <ul style="list-style-type: none"> - Books linked to key themes - Begin to name book parts / content – <i>front / back cover, contents page / fact / real</i> ○ Begin to understand humour <i>e.g., nonsense rhymes / jokes</i> 		<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ○ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions: □ fiction texts □ non-fiction texts <ul style="list-style-type: none"> - Engage in Talk for Writing activities fiction - Engage in Book Talk activities non-fiction ○ Make comments about what they have heard and ask questions to clarify their understanding <ul style="list-style-type: none"> - Use a range of question starters and use full sentences ○ Hold conversation when engaged in back-and-forth exchanges with teacher and peers <ul style="list-style-type: none"> - Showing awareness of the listener – (i) turn taking (ii) depth of information required ○ Understand humour more readily <i>e.g., nonsense rhymes/jokes</i> ○ Begin to discuss likes / dislikes / reasons 	

Speaking

- Use new vocabulary throughout the day within a range of contexts
- / develop use of social phrases
- **Begin to** ask questions to find out more and develop understanding
- **Begin to** articulate their ideas and thoughts in well-formed sentence
 - Express Ideas to practitioners / friends

Within book talk

- **Begin to** connect one idea or action to another using a range of connectives... *because, although, but...*
- **Begin to** describe events in some detail, showing awareness of the listener
 - **Begin to** retell a simple story using some story language

Speaking

- Use new vocabulary in different contexts with increasing confidence / use a range of social phrases with dev confidence
- Answer and ask questions to develop understanding
 - *Who? What? Where? When? Why?*
- Articulate ideas & thoughts in well-formed sentences
 - Using new vocabulary and correct tenses
- Connect one idea or action to another using a range of connectives
 - ... *because, although, but, also, first, next, after ...*
- Describe events in some detail
 - Use sequencing vocabulary – *first, next, after ...*
- Use talk to help work out problems, organise thinking & activities explain how things work/why things happen
 - Introduction of some problem-solving words – *I think ... We could ...*
- Retell a simple story using story language / own words

Speaking

- Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary
 - Speak with confidence using: □ full sentences □ range of connectives □ tenses
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
 - Activate prior knowledge to speak with confidence and articulate ideas / thoughts
- Express ideas and feelings about experiences
 - Listen to others
- Participate in purposeful conversation

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

Educational Programme: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Early Learning Goals:

ELG Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly □ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate □ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge □ Explain the reasons for rules, know right from wrong and try to behave accordingly □ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG Building Relationships - Work and play cooperatively and take turns with others □ Form positive attachments to adults and friendships with peers □ Show sensitivity to their own and to others’ needs.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

Autumn 1 Super Me and Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
<p>Self-Regulation</p> <ul style="list-style-type: none"> ○ Able to explore the classroom with interest and engage in sustained learning 		<p>Self-Regulation</p> <ul style="list-style-type: none"> ○ Can resolve minor conflicts in friendship groups ○ Can manage own feelings and know who to go to for support. ○ Understand and follow the routines of the school day ○ Express their feelings and consider the feelings of others. ○ Show resilience and perseverance in the face of challenge 		<p>Self-Regulation</p> <ul style="list-style-type: none"> ○ Can talk in detail about the school behavioural expectations in class and around the school ○ Can talk about how others may feel who are less privileged than we are- linking for other countries. ○ Identify and moderate their own feelings socially and emotionally. ○ Think about the perspectives of others. 	
<p>Managing Self</p> <ul style="list-style-type: none"> ○ Manage their own needs and personal hygiene ○ Engage in a range of physical activity. ○ Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ○ regular physical activity ○ healthy eating ○ toothbrushing ○ sensible amounts of ‘screen time’ ○ having a good sleep routine ○ being a safe pedestrian 		<p>Managing Self</p> <ul style="list-style-type: none"> ○ Can talk about different food groups and which foods are good for our health and teeth. ○ Can talk about how to stay safe on the road when crossing, at a train station and when near water- Transport. ○ Knows who to go to if lost- Knowing who is a stranger. 		<p>Managing Self</p> <ul style="list-style-type: none"> ○ Understand that parts of their body need to be kept private. 	
<p>Building Relationships</p> <ul style="list-style-type: none"> ○ See themselves as a valuable individual. ○ Understand that people have different beliefs than them and accept difference. ○ Build constructive and respectful relationships. ○ Develop friendships with new children 		<p>Building Relationships</p> <ul style="list-style-type: none"> ○ Take turns during games and activities without the support of an adult ○ Form positive attachments to adults and friendships with peers 		<p>Building Relationships</p> <ul style="list-style-type: none"> ○ Seek out others to share experiences and take on board the ideas of others ○ Show sensitivity to their own and to others’ needs 	

Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key events.

□ Classroom displays will display timetables and behavioural expectations of the day. □ Classrooms will provide quiet areas within their provision. □ Children will be encouraged to talk about their feelings and emotions throughout the day. □ Classrooms will promote and celebrate positive behaviour. □ Children will have opportunity to take part in games and activities that encourage the use of self-regulation strategies

PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

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

Early Learning Goals:

ELG Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others □ Demonstrate strength, balance and coordination when playing □ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases □ Use a range of small tools, including scissors, paint brushes and cutlery □ Begin to show accuracy and care when drawing.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

Autumn 1 Super Me and Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ○ Develop an understanding of the importance of physical exercise ○ Daily routine ○ Climb on large and small equipment ○ Balance on a bench, strip of wood or beam ○ Travel confidently in a variety of different ways and adjust speed to avoid obstacles ○ Negotiate space effectively ○ Find a space ○ Manage my own personal hygiene such as washing my hands and brushing my teeth. ○ Explore and manipulate a range of different materials including malleable materials 		<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ○ Travel across balancing equipment using different body parts. ○ Demonstrate control, coordination and strength when taking part in activities including balancing/gymnastics ○ Demonstrate good posture ○ Give my opinion about a movement or actions and explain what is good and what can be improved. ○ Talk about the importance of exercise and sleep ○ Throw and catch ball of varying size with accuracy 		<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ○ Ride a balance bike effectively and with control ○ Explain a healthy diet and different food combinations ○ Demonstrate control, coordination and strength when taking part in activities including sports/team games/swimming ○ Take part in team games both indoors and outdoors ○ Demonstrate skills and techniques to the rest of my class. ○ Move in time to music and change my movements in response to what I hear ○ Identify the effects of exercise on the body – what changes do you notice to your body 	
<p>Fine Motor Skills</p> <ul style="list-style-type: none"> ○ Sensory exploration ○ Use a variety of mark making tools with control. ○ Small equipment / resources - small world / construction ○ Hand-eye coordination ○ Small motor skills ○ Range of tools (competence / safety) ○ Cutlery ○ Drawing ○ Tripod grip ○ Foundations handwriting style ○ Fluency in writing 		<p>Fine Motor Skills</p> <ul style="list-style-type: none"> ○ Hold my pencil with a dominant hand and write recognisable letters for all set one sounds. ○ 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. 		<p>Fine Motor Skills</p> <ul style="list-style-type: none"> ○ Develop the foundations of a handwriting style which is fast, accurate and efficient. ○ Write with a clear tripod grip and create accurately formed letters ready for joining. 	

Children in reception have lots of opportunities to reinforce their developing physical skills through the provision provided both indoors and out. □ In addition to this they have a weekly PE session in the main school hall which covers, fundamental movement skills, dance, games and gymnastics apparatus work with our school sports coach.

LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

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

Early Learning Goals:

ELG: Comprehension: Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary ■ Anticipate, where appropriate, key events in stories ■ Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play

ELG: Word Reading: Say a sound of each letter in the alphabet & at least 10 digraphs ■ Read words consistent with their phonic knowledge by sound-blending ■ Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words

ELG: Writing: Write recognisable letters, most of which are correctly formed ■ Spell words by identifying sounds in them and representing the sounds with a letter or letters ■ Write simple phrases and sentences that can be read by others.

ELG: Physical Development-Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases ■ Use a range of small tools, including scissors, paint brushes and cutlery ■ Begin to show accuracy and care when drawing

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

** See EY2P Literacy Long Term Plans*

Autumn 1 Super Me and Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
Concepts About Print <ul style="list-style-type: none"> Can describe a setting and a character within a story. 		Concepts About Print <ul style="list-style-type: none"> Can find the correct page in a book by following the contents page. Understands the difference between fiction and non-fiction text. 		Concepts About Print <ul style="list-style-type: none"> Identify some features of fiction and non-fiction texts. 	
Phonics / Word Recognition <ul style="list-style-type: none"> To be able to read all the set 1 and set 2 sounds from RWInc Can read CVC words that match their phonetic ability Can read a range of HF words matched to phonic ability 		Phonics / Word Recognition <ul style="list-style-type: none"> Can read simple sentences Can match captions to pictures. Can read an increasing range of HF words 		Phonics / Word Recognition <ul style="list-style-type: none"> Can read a range of nonsense words, matched to phonic sounds. Are secure up to set 3 of RWInc sounds. Can read aloud simple sentences by decoding phonetically regular words and sight ready HF words. 	
Reading & Comprehension <ul style="list-style-type: none"> To be able to read all the set 1 and set 2 sounds from RWInc Can read CVC words that match their phonetic ability Can read a range of HF words matched to phonic ability Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Can give their opinion on a story and make a prediction about what might happen next. 		Reading & Comprehension <ul style="list-style-type: none"> Can read simple sentences Can match captions to pictures. Can read an increasing range of HF words Can sequence a story into beginning, middle and end. 		Reading & Comprehension <ul style="list-style-type: none"> Can answer 'who', 'why', 'where' and 'what' questions based on a key text. Can explain the differences between two different stories. Can explain the meaning of new vocabulary in the context in which it was read. 	

<p>Oral composition</p> <ul style="list-style-type: none"> ○ Can re-enact a story using puppets to take on the role. ○ Can orally retell a story and sequence illustrations 	<p>Oral composition</p> <ul style="list-style-type: none"> ○ Can sequence a story into beginning, middle and end. 	<p>Oral composition</p> <ul style="list-style-type: none"> ○ Re-read what they have written to check that it makes sense.
<p>Writing</p> <ul style="list-style-type: none"> ○ Can write CVC words that match their phonetic ability and apply this in their play, labelling for example ○ Can use correct letter formation for lower case letters ○ Can write a label/ list/ speech bubble using phonic sounds 	<p>Writing</p> <ul style="list-style-type: none"> ○ Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. ○ Can write and apply captions/speech bubbles using a few decodable/high frequency words ○ Begin to develop independent writing further to include (orally rehearsed) simple sentences. ○ Can form upper case letter 	<p>Writing</p> <ul style="list-style-type: none"> ○ Spell words by identifying the sounds and then writing the sound with letter/s. ○ Write simple sentences and phrases that can be read by others. ○ Rewrite a story in simple sentences ○ Present facts via simple sentences ○ Progress towards 2 independent writes per week ○ Apply capital letters, finger spaces and full stops. ○ Introduced to using additional punctuation, question marks.

Children to be exposed to key vocabulary and quality texts within all areas of the provision. □ Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. □ There will be a balance of fiction and non-fiction texts used to support learning. □ Children will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. □ Reading will take high priority across provision.

Through experience of adult modelled writing (planned and spontaneous) for a wide range of purposes throughout indoor and outdoor provision, children will be encouraged to label, record and write independently. □ Carefully considered resources to support writing opportunities will be available throughout provision. □ Seeing authorship and spelling in action will enable children to confidently apply and develop their own handwriting skill and phonetic knowledge. □ Writing and writing opportunities will take high priority across provision.

MATHEMATICS: □ Numerical Pattern □ Number

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

Early Learning Goals:

ELG: Number: Have a deep understanding of number to 10, including the composition of each number ■ Subitise (recognise quantities without counting) up to 5 ■ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

ELG: Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system ■ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity ■ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

* See EY2P Maths Long Term Plans

Autumn 1 Super Me and Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
<p>Cardinality & Counting Accurate counting of sets of objects 1-5 NB S1 episodes 9 & 10 (1:1 correspondence, cardinality) Subitising 1-3 NB S1 episodes 1-4 (Introducing 1, 2 and 3) Numeral Recognition to 5</p> <p>Composition Conceptual subitising - noticing numbers within numbers</p> <p>Comparison Compare sets 1-5 using vocab of more / fewer / most /fewest</p> <p>Shape/Space 2D shapes and their properties</p> <p>Pattern Simple AB patterns (complete, copy, make own and spot/correct errors in patterns)</p> <p>A lot of this content should be a recap from Nursery and provide you with baseline assessment data</p>	<p>Cardinality & Counting Accurate counting of sets of objects 1-10, recognising and ordering numerals 1-10 Subitising 1-5 NB S1 episodes 6 & 7 (Introducing 4 and 5)</p> <p>Composition Applied conceptual subitising NB S1 episode 11 (Stampolines) Inverse operations - splitting and recombining sets of objects 1-5 including on part whole model NB S1 episode 12 (Whole of me)</p> <p>Comparison Compare numbers using vocab of more/less Find 1 more using sets of objects on tens frames and on a number track</p> <p>Pattern identifying unit of repeat – AB & ABC patterns</p>	<p>Cardinality & Counting Counting backwards 10-1 & ordering numbers 10-1</p> <p>Composition Systematic approach to partitioning sets of objects 1-5 including on part whole model NB S1 episode 14 (Holes)</p> <p>Comparison Find 1 less using sets of objects on tens frame and on a number track</p> <p>Measures Height</p> <p>Shape/Space Spatial vocabulary (in front, behind, in between, on, in, under, first second, third)</p> <p>Pattern More complex patterns – ABB, ABBC Generalising pattern and transferring to another format e.g. link pattern of shapes to movements</p>	<p>Composition Recall number bonds for numbers 1-5 Partitioning and recombining sets of objects 6-9 Including on part whole model and tens frame NB S2 episodes 1-5 (Introducing 6-10)</p> <p>Measures Length</p> <p>Shape/Space Representing spatial relationships as maps Spatial vocabulary (forwards, backwards, up, down, across)</p> <p>Pattern (alongside Comparison) Numerical Patterns – staircase patterns linked to finding 1 more/1 less using a mental numberline (Comparison)</p> <p>NB S2 episodes 6 & 7 (Just add one & ten green bottles)</p>	<p>Cardinality & Counting Counting beyond 10 noticing pattern in ones</p> <p>Composition Systematic approach to splitting and recombining 10 including on tens frame and part whole model Recall some number bonds for 10 NB S2 Episode 13 (Blast Off!)</p> <p>Measures Mass</p> <p>Shape/Space 3D shapes properties of shapes</p> <p>Patterns Numerical patterns odds & evens NB S2 episode 11 (Odds & Evens)</p>	<p>Cardinality & Counting Counting beyond 20 noticing pattern in tens</p> <p>Measures Capacity Time – sequence of events</p> <p>Shape/Space Relationships between shapes</p> <p>Pattern (alongside Composition & Comparison) Symmetry/reflections – link to doubles Share fairly (comparison), Use part whole model to partition numbers where both parts are the same (Composition) and Look at halving as inverse of doubles (Pattern) NB S2 episode 9 (Double Trouble) Possible extension Sharing between more than two (comparison) NB S2 episode 8 (Counting Sheep) Splitting into more than 2 parts on a part whole model (composition) NB S2 episode 10 (The three threes)</p>

Children will be exposed to mathematical vocabulary and mathematical experiences in the indoor and outdoor classrooms. □ Through well-chosen resources such as water play, sand play, construction and small world children will be able to play what they know in a purposeful way whilst learning as well as being given opportunities to extend their learning further.

UNDERSTANDING THE WORLD □ Past and Present (Foundational History)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Early Learning Goals:

ELG: UW / Past and Present: Talk about the lives of the people around them & their roles in society ■ Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class. Understand the past through settings, characters & events encountered in books read in class & storytelling

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

Autumn 1 Super Me and Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
Chronology <ul style="list-style-type: none"> ○ Compare old and new toys. ○ Sequence familiar events in own life 		Chronology <ul style="list-style-type: none"> ○ Compare a range of homes describing similarities and differences over time ○ Sequence the life cycle of a plant over time ○ Sequence the life cycle of a caterpillar 		Chronology <ul style="list-style-type: none"> ○ To look at how Chester Zoo has developed over the years. What has changed? What has stayed the same? 	
Own / Family History <ul style="list-style-type: none"> ○ Describe special family members and explain why they are special ○ What is special about my home. ○ Describe special events that have happened in own life ○ Compare different celebrations and relate to family life. ○ 		Own / Family History <ul style="list-style-type: none"> ○ Use sources to find information about own family history 		Own / Family History <ul style="list-style-type: none"> ○ Talk about memories in the past, black and white photographs and compare to today. 	
Figures/Characters/Settings/Events from the Past <ul style="list-style-type: none"> ○ Explain why we remember the Soldiers on Remembrance Day. ○ Describe who ‘Guy Faulks’ was and what he did. ○ Retell the Christmas story and how this has influenced us today. 		Figures/Characters/Settings/Events from the Past <ul style="list-style-type: none"> ○ Describe a variety of fairy tale characters and the role they play and compare to fictional characters and real-life people today. ○ Can make predictions about what might happen next. 		Figures/Characters/Settings/Events from the Past <ul style="list-style-type: none"> ○ Can identify old and new homes and explain their features. ○ Explore tools used for building and compare to today. ○ Who was George Mottershead and why was he important? 	
Familiar Situations from the Past <ul style="list-style-type: none"> ○ Describe what is the same and what is different. 		Familiar situations from the Past <ul style="list-style-type: none"> ○ Use non-fiction text to retrieve information 		Familiar situations from the Past <ul style="list-style-type: none"> ○ To discuss the first moon landing- Neil Armstrong and Astronaut Tim Peak 	

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.

UNDERSTANDING THE WORLD □ People, Culture & Communities (Links to KS1: R.E)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Early Learning Goals:

ELG: UW / People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps ■ Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class ■ Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

Autumn 1 Super Me and Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
<p>Self Awareness</p> <ul style="list-style-type: none"> Describe special and significant events in their own lives such as a birthday or trip to the cinema. 	<p>Self Awareness</p> <ul style="list-style-type: none"> 	<p>Self Awareness</p> <ul style="list-style-type: none"> Children can name some ways people look after the natural world e.g., recycling, 	<p>My Family and Other Families</p> <ul style="list-style-type: none"> Discuss and compare their own family traditions/celebrations etc. with those of their friends. 	<p>My Family and Other Families</p> <ul style="list-style-type: none"> Can talk about special spaces they have travelled to with members of the family 	<p>My Family and Other Families</p> <ul style="list-style-type: none"> Look at different ways of living for different groups of people and can spot similarities and differences between those and their own lives e.g. homelessness, refugees, explorers,
<p>Friendships</p> <ul style="list-style-type: none"> Explain what is the same and what is different between themselves and their friends when describing features e.g., skin colour, hair colour, features, language they speak. 	<p>Friendships</p>	<p>Friendships</p>	<p>Different Cultures</p> <ul style="list-style-type: none"> Recall the story of Christmas and explain why it is a special event linking to the birth of Jesus. Talk about the festival of Diwali and understand that that is celebrated by different religious beliefs. Name a church and explain their own experiences Name a mandir and explain that Hindu’s worship here. 	<p>Different Cultures</p> <ul style="list-style-type: none"> Name the celebration of Eid and what it means Name three festivals of Christmas, Diwali and Eid and can talk about their similarities and differences. 	<p>Different Cultures</p>

Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year. □ Timeline of events to be placed up on class walls so children can continually see significant events that have taken place throughout the year. □ Class floor books to be used to showcase a learning journey over time of significant events.

UNDERSTANDING THE WORLD □ People, Culture & Communities (Links to KS1: Human Geography) □ Natural World (Links to KS1: Physical Geography)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension

Early Learning Goals:

ELG: UW/ The Natural World: Explore the natural world around them, making observations and drawing pictures of plants and animals ■ Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class ■ Understand some important processes and changes in the natural world around them, including the seasons

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Autumn 1 Super Me and Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
Different Occupations <ul style="list-style-type: none"> Describe the jobs people do in our community to help to protect it. 		Different Occupations		Different Occupations <ul style="list-style-type: none"> Describe some actions which people in their own community do that help to maintain the area they live in. 	
Local Environment <ul style="list-style-type: none"> Know own address. Describe home Know school is in Warrington. 		Local Environment <ul style="list-style-type: none"> Use a BeeBot to plan a route and explain direction. Plan a route from home to school. 		Local Environment <ul style="list-style-type: none"> Talk about significant places in Warrington. 	
Natural World <ul style="list-style-type: none"> Explore and describe the school grounds including, trim trail, playground, field, and forest. Describe similarities and differences between the different locations around school. 		Natural World <ul style="list-style-type: none"> Talk about the best places to plant in the school grounds and why. Draw a map of where and what is planted in our outdoor area. Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions 		Natural World <ul style="list-style-type: none"> Talk about the impact of human activity- Recycling. The impact on animals and the environment. Describe the environment and what we see on photographs 	
Different countries <ul style="list-style-type: none"> Name different building people go to worship, church, temple, synagogue. 		Different countries <ul style="list-style-type: none"> Recognise some similarities & differences between life in this country & life in other countries 		Different countries <ul style="list-style-type: none"> Name the 4 different countries in the UK and spot these on a map when looking at homes around the world. 	
Natural Phenomena <ul style="list-style-type: none"> Examine seasonal change over time 		Natural Phenomena <ul style="list-style-type: none"> Describe the seasonal changes and what we have observed. 		Natural Phenomena	

Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills. □ Timeline of events to be placed up on class walls so children can continually retrieve prior learning. □ Class floor books to be used to showcase a learning journey over time of significant events.

UNDERSTANDING THE WORLD □ Natural World (Links to KS1: Science)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early Learning Goals:

ELG - Understanding the World- The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants ■ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class ■ Understand some important processes and changes in the natural world around them, including the seasons

Autumn		Spring		Summer	
Autumn 1 Super Me and Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
Living Things: Animals and Plants <ul style="list-style-type: none"> Name own body parts using the text Funny Bones as a support. All above + shoulders, ribs, backbone, knees, elbow Piece back together the parts of the body and locate upon request. Describe key function of the skeletal system Describe what changes occur as they change from a baby to an adult 		Living Things: Animals and Plants <ul style="list-style-type: none"> Know all plants need water, light and warmth to grow and survive Know a seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight Extend vocabulary: blossom, buds, bulb, evergreen, deciduous 		Living Things: Animals and Plants <ul style="list-style-type: none"> Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping & hygiene can contribute to good health Describe what they see, hear & feel Identify different parts of their body & animals Be able to show care and concern for living things Identify similarities and differences between animals 	
Materials <ul style="list-style-type: none"> Explore collections of materials with similar and/ or different properties. 		Materials <ul style="list-style-type: none"> Talk about the differences between materials and changes that they notice Characteristics of liquids & solids e.g., cooking eggs, melting chocolate 		Materials <ul style="list-style-type: none"> Classify a set of objects by their materials- Wood, plastic, fabric, and glass. Name the characteristics of materials Describe the most suitable materials for building and give explanations as to why. 	
Different Processes <ul style="list-style-type: none"> Name the 4 seasons Talk about similarities and differences between each season Name the characteristics of each season Begin to talk about the effect of exercise and food on their health. Healthy Eating – sorting foods 		Different Processes <ul style="list-style-type: none"> Use correct terms e.g., chrysalis, pupa when observing life cycle of butterfly & ladybirds From food to fork'. Understand where food comes from and experience growing their own vegetables, harvesting, preparing, and eating. Brush own teeth and talk about the importance of good oral health. 		Different Processes <ul style="list-style-type: none"> Know the effects of heating and cooling on ingredients such as melting and freezing Know the effects exercise has on their bodies 	

Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ The outdoor classroom will be used as a key feature in our science learning through the natural world. □ Trips to the farm and the zoo will be used to enhance children experiences of animals and class experiences of caring for our own caterpillars/butterflies.

EXPRESSIVE ARTS & DESIGN: □ [Creating with Materials](#) (Links to KS1 Art & Design / DT)

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG – EAD: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ■ Share their creations, explaining the process they have used ■ Make use of props and materials when role-playing characters in narratives and stories

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

Autumn 1 Super Me and Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
<p>Colour</p> <ul style="list-style-type: none"> ○ Explore what happens when you mix prime colours ○ Use colour to express their feelings 	<p>Colour</p> <ul style="list-style-type: none"> ○ 'Talk about the changes to colours as we mix ○ Create own stamps and produce repeating patterns 	<p>Colour</p> <ul style="list-style-type: none"> ○ Explain how colours can be changed. 	<p>Colour</p> <ul style="list-style-type: none"> ○ 'Talk about the changes to colours as we mix ○ Create own stamps and produce repeating patterns 	<p>Colour</p> <ul style="list-style-type: none"> ○ Explain how colours can be changed. 	<p>Colour</p> <ul style="list-style-type: none"> ○ Explain how colours can be changed.
<p>Drawing</p> <ul style="list-style-type: none"> ○ Draw representations of myself and others Can use drawings to tell a story 	<p>Drawing</p> <ul style="list-style-type: none"> ○ Create observation drawing of flowers and pastels 	<p>Drawing</p> <ul style="list-style-type: none"> ○ Draw designs for the things that they build and label each element. 	<p>Drawing</p> <ul style="list-style-type: none"> ○ Create observation drawing of flowers and pastels 	<p>Drawing</p> <ul style="list-style-type: none"> ○ Draw designs for the things that they build and label each element. 	<p>Drawing</p> <ul style="list-style-type: none"> ○ Draw designs for the things that they build and label each element.
<p>Painting</p> <ul style="list-style-type: none"> ○ Use an increasing range of tools such as building tools and painting tools with accuracy. 	<p>Painting</p> <ul style="list-style-type: none"> ○ Use an increasing range of tools such as building tools and gardening tools with accuracy. ○ Capture experiences and responses with a range of media, such as paint and other materials or words. 	<p>Painting</p> <ul style="list-style-type: none"> ○ Capture experiences and responses with a range of media, such as paint and other materials or words. 	<p>Painting</p> <ul style="list-style-type: none"> ○ Use an increasing range of tools such as building tools and gardening tools with accuracy. ○ Capture experiences and responses with a range of media, such as paint and other materials or words. 	<p>Painting</p> <ul style="list-style-type: none"> ○ Capture experiences and responses with a range of media, such as paint and other materials or words. 	<p>Painting</p> <ul style="list-style-type: none"> ○ Capture experiences and responses with a range of media, such as paint and other materials or words.
<p>Printing</p> <ul style="list-style-type: none"> ○ Use an increasing range of tools such as printing tools with accuracy. 	<p>Printing</p> <ul style="list-style-type: none"> ○ Capture experiences and responses with a range of media, such as paint and other materials or words. 	<p>Printing</p> <ul style="list-style-type: none"> ○ Look at the patterns on animals, describe them and recreate them 	<p>Printing</p> <ul style="list-style-type: none"> ○ Capture experiences and responses with a range of media, such as paint and other materials or words. 	<p>Printing</p> <ul style="list-style-type: none"> ○ Look at the patterns on animals, describe them and recreate them 	<p>Printing</p> <ul style="list-style-type: none"> ○ Look at the patterns on animals, describe them and recreate them
<p>Paper / Materials</p> <ul style="list-style-type: none"> ○ Use colour and materials to express how they are feeling through own creations using a variety of textures. ○ Begin to describe different textures. 	<p>Paper / Materials</p> <ul style="list-style-type: none"> ○ Create own representations in relation to under the sea; explain how they work and what they have used and why. 	<p>Paper / Materials</p> <ul style="list-style-type: none"> ○ Verbally evaluate their work and explain what is good and one thing that could make it better. ○ Complete a simple weave using paper, card or fabric. ○ Use different materials to create their own show box zoo representation and explain their choices. 	<p>Paper / Materials</p> <ul style="list-style-type: none"> ○ Create own representations in relation to under the sea; explain how they work and what they have used and why. 	<p>Paper / Materials</p> <ul style="list-style-type: none"> ○ Verbally evaluate their work and explain what is good and one thing that could make it better. ○ Complete a simple weave using paper, card or fabric. ○ Use different materials to create their own show box zoo representation and explain their choices. 	<p>Paper / Materials</p> <ul style="list-style-type: none"> ○ Verbally evaluate their work and explain what is good and one thing that could make it better. ○ Complete a simple weave using paper, card or fabric. ○ Use different materials to create their own show box zoo representation and explain their choices.
<p>Sculpture / 3D</p> <ul style="list-style-type: none"> ○ Work independently and with others to make structures e.g., building a house/home/school. 	<p>Sculpture / 3D</p> <ul style="list-style-type: none"> ○ Use an increasing range of small construction such as mobilo, Lego, stickle bricks and octagons to make representations including some moving parts. ○ Use a range of materials and split pins to connect and join materials to make a moving puppet 	<p>Sculpture / 3D</p> <ul style="list-style-type: none"> ○ Verbally evaluate their work and explain what is good and one thing that could make it better.. ○ Select their own tools and resources and give reasons for their choices. ○ Create their own animal using clay and modelling tools to add detailed features. 	<p>Sculpture / 3D</p> <ul style="list-style-type: none"> ○ Use an increasing range of small construction such as mobilo, Lego, stickle bricks and octagons to make representations including some moving parts. ○ Use a range of materials and split pins to connect and join materials to make a moving puppet 	<p>Sculpture / 3D</p> <ul style="list-style-type: none"> ○ Verbally evaluate their work and explain what is good and one thing that could make it better.. ○ Select their own tools and resources and give reasons for their choices. ○ Create their own animal using clay and modelling tools to add detailed features. 	<p>Sculpture / 3D</p> <ul style="list-style-type: none"> ○ Verbally evaluate their work and explain what is good and one thing that could make it better.. ○ Select their own tools and resources and give reasons for their choices. ○ Create their own animal using clay and modelling tools to add detailed features.

EXPRESSIVE ARTS & DESIGN: □ Being Imaginative & Expressive (Links to KS1 Music / Performing Arts)

Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early Learning Goals:

- ELG
- ELG
- ELG

Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Super Me and Super You	Time for Change	Testing the Water	Growing	Near and Far	Chester Zoo

Learning Priorities: [Linked to Development Matters 2021](#)

Children to be exposed to key vocabulary daily in provision. □ High quality resources will be provided for daily accessibility. □ Playdough/ Malleable/Art/building/small world and outdoor provisions will provide a wealth of opportunity. □ Resources will be enhanced and developed as children develop their skill set.

<p>Role Play / Drama</p> <ul style="list-style-type: none"> ○ Develop storylines in their pretend play. 	<p>Role Play / Drama</p> <ul style="list-style-type: none"> ○ Create movement to match different sounds in stories. ○ 	<p>Role Play / Drama</p> <ul style="list-style-type: none"> ○ Invent, adapt and recount narratives and stories with peers and their teacher
<p>Music / Performance</p> <ul style="list-style-type: none"> ○ Sing along to a familiar song as a class group. ○ Sing along to new songs (nativity) as a group. ○ Sing some songs in smaller groups 	<p>Music / Performance</p> <ul style="list-style-type: none"> ○ Move in time to music (dance) ○ Follow signals for ‘stop and go’ ‘louder and quieter’ ○ Follow the beat with a range instrument. ○ Follow a simple musical pattern 	<p>Music / Performance</p> <ul style="list-style-type: none"> ○ Make own musical instrument and explain the sounds that it makes ○ Play a musical instrument in time to the beat of a song. ○ Explore and engage in music making and dance, performing solo or in groups.

Calendar of Key School Events	Sept:	Oct.:	Nov:	Dec:	Jan:	Feb:	Mar:	Apr:	May:	June:	July:
	<p>16/09/24 Drop in for parents</p> <p>17.09.2024 Meet The Police- Reception and Year One children</p>	<p>07/10/24 Parents Evening</p> <p>09.10.2024 Reception Class Photograph for Warrington Guardian</p> <p>16.10.2024 (16.00-17.00) Phonics meeting for Reception parents</p> <p>17.10.2024 16.15 - 17.15 Reception/Y1 Halloween Silent Disco</p> <p>17/10/24 – Uniform Pop Up Shop</p> <p>18/10/24 School Closes for Half Term</p>	<p>04/11/24 School Re-opens</p> <p>21/11/24 – Individual School Photographs</p> <p>28/11/24 N-Y6 Nasal Flu Immunisations</p>	<p>7/12/24 – Christmas Fair & Santa's Grotto</p> <p>12/12/24 – 14:00 EYFS Christmas Performance</p> <p>13/12/24 - 14:00 EYFS Christmas Performance</p> <p>20/12/24 – Toy Day/Party Day/Christmas Jumper Day</p> <p>20/12/24 – School Closes for Christmas</p>	<p>06.01.2025 School re-opens</p>						

EVALUATION:

AUTUMN TERM:
SPRING TERM:

SUMMER TERM: