



EYFS Reception Curriculum 2022-2023

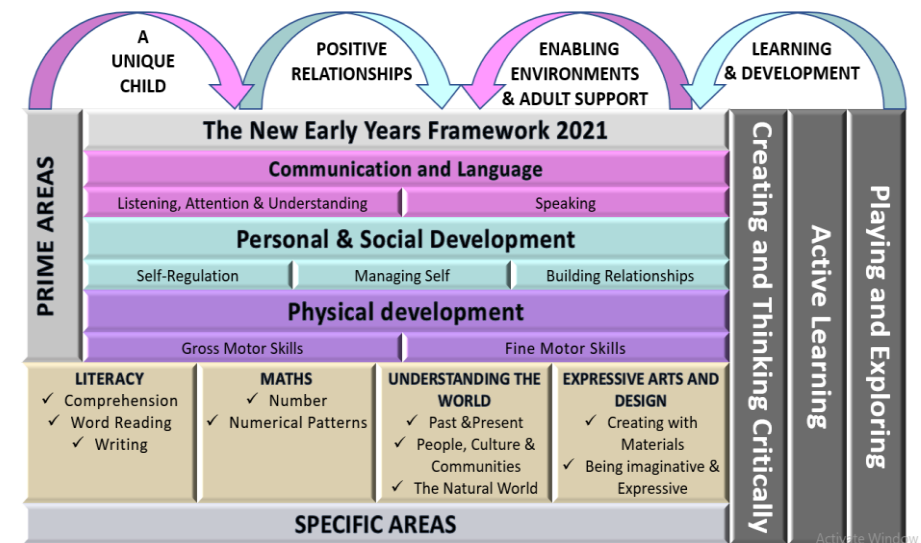
The Reception children at Maidensbridge Primary School will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children whatever their starting point.

As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities.

We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ and children’s interests.

“At Maidensbridge, we offer an ambitious and exciting curriculum rich in wonder and memorable experiences. This runs through everything we do, from lessons, our learning environment both indoors and outdoors to visits and visitors. Our school is a special place to be and the staff and children are all very proud to be part of the Maidensbridge community.


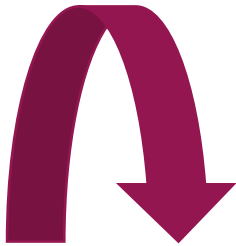
Children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. We treat every child as an individual and are committed to the development of the ‘whole child’. We want children to enter KS1 happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey.”



The Maidensbridge Reception Team



EYFS Reception Curriculum Plan 2022-2023

General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	MAGICAL ME!	LET'S CELEBRATE!	BAKE ME A STORY	ONCE UPON A TIME	COME OUTSIDE	SUPERHEROES AROUND THE WORLD
  Over Arching Principles	<p><u>Characteristics of Effective Learning</u></p> <p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <hr/> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p>Play At Maidenhead, we understand that play is an integral part of learning, and this is at the heart of our EYFS curriculum. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our Reception class has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. We believe that a balance of adult directed and uninterrupted child-initiated play ensures the best outcomes for the children. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents and carers are key. The EYFS Team recognise the crucial role that the early year's education plays in providing firm foundations upon which the rest of a child's education is successfully based.</p>					

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Our British Values	<p>Mutual Respect We are all unique. We respect differences between different people in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Rule of Law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognize that we are accountable for our actions. We much work together as a team when it is necessary.</p>	<p>Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all know have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinion of others.</p>	<p>Recap ALL British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Britain, valuing our community and celebrating diversity in the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
Parents Partnership	<ul style="list-style-type: none"> • Reception Transition-Meeting and Home Visits • Planners- Home School Agreement • Parent Voice- Planners and Tapestry 'wow' moments • Home Learning Challenges • Daily Meet and Greet • Parents Evening • RWI Phonics Workshop • Praise Assembly invitation 	<ul style="list-style-type: none"> • Parent Voice- Planners and Tapestry 'wow' moments • Home Learning Challenges • Daily Meet and Greet • Christmas Phonics Workshop • Maidensbridge Nativity • Praise Assembly invitation 	<ul style="list-style-type: none"> • Parent Voice- Planners and Tapestry 'wow' moments • Home Learning Challenges • Daily Meet and Greet • Praise Assembly invitation 	<ul style="list-style-type: none"> • Parent Voice- Planners and Tapestry 'wow' moments • Home Learning Challenges • Daily Meet and Greet • Teddy Bears Reading Picnic • Easter Phonics Workshop • Parents Evening • Praise Assembly invitation 	<ul style="list-style-type: none"> • Parent Voice- Planners and Tapestry 'wow' moments • Home Learning Challenges • Daily Meet and Greet • Forest School Team of volunteers • Praise Assembly invitation 	<ul style="list-style-type: none"> • Parent Voice- Planners and Tapestry 'wow' moments • Home Learning Challenges • Daily Meet and Greet • Parents Celebration Event • Praise Assembly invitation
Assessment Opportunities	<ul style="list-style-type: none"> • Analyse Reception Statutory Baseline Assessment • Analyse Maidensbridge Baseline Assessment against observation checkpoints • NELI communication and language screening • My Self Portrait mark making assessment • Tapestry 'wow' moments learning journey capture • Parent Voice- Tapestry and Parents Evening • SEND Provision Map target setting • Internal key stage writing moderation 	<ul style="list-style-type: none"> • My Self Portrait mark making assessment • Tapestry 'wow' moments learning journey capture • Parent Voice-Tapestry • SEND Provision Map review and target setting • Internal key stage writing moderation • End of term assessments against observation checkpoints • Pupil Progress Meetings • EYFS Moderation with local school 	<ul style="list-style-type: none"> • Tapestry 'wow' moments learning journey capture • Parent Voice-Tapestry • Internal key stage writing moderation • Pupil Progress Meetings 	<ul style="list-style-type: none"> • My Self Portrait mark making assessment • Tapestry 'wow' moments learning journey capture • Parent Voice-Tapestry and parents evening • SEND Provision Map review and target setting • Internal key stage writing moderation • End of term assessments against observation checkpoints • Pupil Progress Meetings • EYFS Moderation with local schools 	<ul style="list-style-type: none"> • Tapestry 'wow' moments learning journey capture • Parent Voice-Tapestry • Internal key stage writing moderation • Pupil Progress Meetings 	<ul style="list-style-type: none"> • My Self Portrait mark making assessment • Tapestry 'wow' moments learning journey capture • Parent Voice-Tapestry and parents evening • SEND Provision Map review and target setting • Internal key stage writing moderation • End of year judgements against ELG's. • Pupil Progress Meetings • EYFS Moderation with local schools

EYFS Reception Long Term Plan 2022-2023

General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	MAGICAL ME!	LET'S CELEBRATE!	BAKE ME A STORY	ONCE UPON A TIME	COME OUTSIDE	SUPERHEROES AROUND THE WORLD
<i>These themes maybe adapted to allow for children's interest.</i>	New Beginnings- Starting School & My New Class We are all unique! My body and senses Harvest	Autumnal celebrations Bonfire Night Diwali Birthday's Nativity Christmas	Winter- Seasonal Weather Celebrating Chinese New Year Cooking Recipes Food around the word	Spring- New Life Animals Good and bad choices Stranger Danger Down on the Farm Easter celebrations	Healthy Eating Life Cycles Habitats Planting & Growing Healthy Eating Journey's	Caring for our world Where in the world have you been? Helping others Dinosaurs At the seaside
Core Texts	Pete the Cat Only One You Funnybones Percy the Parkeeper	Peepo The Tiger who came to Tea Room on the Broom The skies above my eyes Dear Santa	Jack Frost The Animal Race The Gingerbread Man Goldilocks and the Three Bears	The 3 Little Pigs The 3 Billy Goats Gruff Jack and the Beanstalk Humpty Dumpty	The Gruffalo Oi Frog! The Very Hungry Caterpillar Handa's Surprse	The Street Beneath My Feet Here We Are Superworm Supertato Somebody Swallowed Stanley
PLOD	Hospital role play Towns and maps Night-time Nocturnal animals Halloween- Pumpkins Cooking toast People who help us	Families & homes What can you see from your window? Planning a tea party Exploration of space Making bread Wild animals Colour Mixing	Cold environments Freezing & Melting investigations Cooking & baking Maps-Places around the world Chinese Restaurant Baker	Builders Constructing for a purpose Buildings/ materials Farm animals Rivers and water Science investigations	Minibeast Lab Minibeasts Woodland habitats Gruffalo Café Enchanted Forest	Digging, planting & growing Geology- rock exploration & fossils Water pipes Dinosaurs Superhero adventures Police/ Police station
Key Texts	The Colour Monster goes to School Elmer Leafman Pumpkin Soup Spinderella/ Cinderella Owl Babies	Bonfire Night Information Book A Row of Lights- Diwali Kipper's Birthday The Christmas Show Dancing in the wings Stick Man	Snowflake mistake One Snowy Day The Magic Paintbrush Chicken Clicking Baking with Dad	Goodbye Winter, Hello Spring Rosie's Walk The Odd Egg Jasper's Beanstalk Troll	The Tiny Seed The Bad Seed Oliver's Vegetables What the ladybird heard Matisse's Magical Trail Mable's Magical Garden	Riley can be anything I am enough Michael Recycle
Inspirational People	<ul style="list-style-type: none"> Marie Curie 	<ul style="list-style-type: none"> Captain Tom Moore- Solider, raising money Neil Armstrong 	Ada Lovelace- World's 1 st Computer programmer	David Bowie	David Attenborough- Earth hero	Mary Anning Jesse Owens
Special Days & Enrichment Opportunities	<ul style="list-style-type: none"> Cooking Autumn Walk Visit from a dentist Visit from school nurse- handwashing 	<ul style="list-style-type: none"> Road Safety Visit Pizza Express Visit Bonfire Night Remembrance Day Christmas Workshop Whole school theatre visit Christmas Carols on playground Maidensbridge Christmas Play 	<ul style="list-style-type: none"> Internet Safety Day Visit to the Emerald Visit to the Bakery Teddy Bears Picnic Cooking 	<ul style="list-style-type: none"> British Science Week World Book Day Farm Visit Growing Eggs Easter Workshop Cooking 	<ul style="list-style-type: none"> FOREST SCHOOL Butterfly Garden Ugly Bug Ball Visit from a gardener Cooking 	<ul style="list-style-type: none"> FOREST SCHOOL Midwife/ baby visit Sports Day Cooking



Diversity Texts

To be read throughout the year during story-time sessions

BAME Main Characters	Cultural Diversity	Neurodiversity	Physical Disabilities	Different Families
So much Astro Girl Lulu's First Day Baby goes to market Mommy Saying Full, Full, Full of love Izzy Gizmo Ruby's Worry My Hair Hair Love Amazing Grace	The bog book of families Maisie's Scrapbook Hats of Faith The Jasmine Sneeze Golden domes and silver lanterns	We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have to wiggle Fidgets Because What makes me me? The unbudgeable curmudgeon	It's ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	My Pirate Mums My Two Grandads The girl with two Dads We are family More people to love me Our class is a family Love makes a family Heather has two Mummies

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Communication & Language	<p>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.</p>					
<p>Listening, Attention & Understanding</p> <p>Speaking</p> <p><i>C&L underpins all aspects of the EYFS.</i></p>	<p>Welcome to EYFS</p> <p>Children will:</p> <ul style="list-style-type: none"> Respond when their name is called. Listen to others when the conversations interests them. Learn good listening skills (sit still, eye contact, taking turns to talk). Listen to longer stories. Understand more complex requests e.g. Put your toys away and then sit on the carpet. Understand simple <i>who</i>, <i>what</i> and <i>where</i> questions. Use talk to make friends. Confidently talk to familiar adults. Show interest in the lives of other people. Talk about experiences that family routines and special occasions. Talk about experiences that are familiar to them. Explore and use new words. 	<p>Time to share</p> <p>Children will:</p> <ul style="list-style-type: none"> Listen to and respond to what others say in small groups. Join in with repeated refrains in stories in rhymes and stories. Predict what might happen next. Begin to understand <i>how</i> and <i>why</i> questions. Retell a simple past event in the correct order. Use talk to organize themselves and their play. Use longer sentences of more than 6 words. Start a conversation with an adult or friend Learn to recite rhymes, poems and songs. 	<p>Tell me a story</p> <p>Children will:</p> <ul style="list-style-type: none"> Talk turns to talk and listen in a small group Listen to stories and recall key events. Follow a story without pictures or props. Follow instructions with more elements e.g. Give the big ball to me, collect up all the blocks and put them in the box. Understand questions such as <i>who</i>, <i>why</i>, <i>when</i>, <i>where</i> and <i>how</i>. Use story language to retell a story. Learn and use new vocabulary in play. Join phrases with words such as 'if', 'because', 'so', 'could', 'but'. Continue a conversation with an adult or friend. 	<p>Talk it through</p> <p>Children will:</p> <ul style="list-style-type: none"> Understand how to be a good listener. Ask questions to check understanding. Tell a story with a beginning, middle and end. Innovate a familiar story. Confidently express their views. Talk through events and experiences. 	<p>What happened?</p> <p>Children will:</p> <ul style="list-style-type: none"> Listen to, engage in and talk about non-fiction. Understand why listening is important. Begin to understand humour. Ask questions and give explanations. Describe events in detail. Use talk to organize thinking and experiences. Articulate ideas and thoughts in well-formed sentences. 	<p>Tell me why?</p> <p>Children will:</p> <ul style="list-style-type: none"> Make comments about what they have heard and ask questions. Confidently offer their own ideas, using new vocabulary in small groups, class and 1:1 discussions. Talk about the experiences I have had at different points in the school year. Explain how things work and why their might happen. Express their ideas and feelings about their experiences in full sentences, including use of past, present and future tenses and making use of conjunctions. Embedding and extending skills developed during the autumn and spring terms.

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Personal, Social & Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Managing Self	SCARF- Me and My Relationships <ul style="list-style-type: none"> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 & 2 	SCARF- Valuing Difference <ul style="list-style-type: none"> I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring 	SCARF- Keeping Myself Safe <ul style="list-style-type: none"> What's safe to go onto my body? Keeping myself safe- What's safe to go into my body? Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe 	SCARF- Rights and Responsibilities <ul style="list-style-type: none"> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2) 	SCARF- Being My Best <ul style="list-style-type: none"> Bouncing back when things go wrong: resilience Yes I can! Confidence and resilience Healthy eating Move your body A good nights sleep 	SCARF- Growing and Changing <ul style="list-style-type: none"> Seasons Life stages, plants, animals, humans Life stages, human life stage- Who will I be? Where do babies come from? Getting bigger Me and my body- girls and boys
Self-Regulation	Children will also learn: <ul style="list-style-type: none"> The class rules and behavioural expectations (Good to be Green) Reception routine. Toileting routines (asking to go; independent dressing wiping and flushing; and handwashing). How to wash their hands with a visit from the School Nurse Basic oral hygiene. Sit at the table for lunch. 	Children will also learn: <ul style="list-style-type: none"> Build on the skills learnt during Autumn 1. To manage self-care routines independently. To put on their coat and fasten zips and buttons. To use a knife and fork. To celebrate one another's learning. Self-regulation strategies to manage impulses and make thoughtful choices. To plan experiences, deciding on resources they need. To have role and responsibilities in the classroom. How to cross the road safely. Mindfulness and Meditation. 	Children will also learn: <ul style="list-style-type: none"> Build on the skills learnt during the Autumn Term. To cut up their lunch independently. To put on their hats, scarves and gloves. About healthy teeth (Tooth brushing and Dentist visits). How to stay safe online (Smartie the Penguin, Jessie and Friends and SMART rules). What a stranger is and how to stay safe. To plan, review and discuss experiences. Self-regulation strategies to support pro-social behaviour. 	Children will also learn: <ul style="list-style-type: none"> Build on the skills learnt during the Autumn and Spring Terms. About staying safe in the sun. How to care for our school environment. Self-regulation strategies to calm and manage feelings. 	Children will also learn: <ul style="list-style-type: none"> Build on the skills learnt during the Autumn and Spring Terms. That exercise, rest and healthy eating are good for us. More about oral health, That if you persevere, you can tackle challenges. To identify strengths and what it means to feel proud. To set goals and aspirations like Rosie Revere the Engineer. To care for living things (Butterfly Garden). 	Children will also learn: <ul style="list-style-type: none"> Build on the skills learnt during the Autumn, Spring and Summer Terms. About staying safe near water. The Pantosaurus Pants Rule. To prepare for the transition to Year 1 and share my memories of Reception.
Key Vocabulary	<i>Same, different, family, friends, special, favourite, families, friends, help, problem, safe, feelings, happy, sad, worried, scared, calm</i>	<i>Special, same, different, unique, families, friends, homes, kind, caring</i>	<i>Safe, pleasant, unpleasant, body, ill, poorly, medicines, comfortable, uncomfortable, feelings, worries, help, online, trust</i>	<i>Special, people, family, friends, pets, feelings, jobs, work, home, classroom, caring, poorly, cross, angry, respect, belongings, world, environment, money, spending, earning</i>	<i>Feelings, shy, resilient, goals, healthy, foods, energy, strength, grow, stronger, hungry, taste, muscles, bones, carbohydrates, proteins, fruit, vegetables, dairy, sugar, fat, exercise, sleep</i>	<i>Seasons, spring, summer, autumn, winter, plants, animals, humans, life cycle, babies, child, teenager, adult, body parts, privates, vagina, vulva, penis, womb, adoption, surrogacy</i>

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Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
Get Set for PE	Introduction to PE- Unit 1 <u>Key Skills:</u> <ul style="list-style-type: none"> Moving safely Running, jumping Throwing, catching Following a path Sharing, leadership, perseverance, confidence & decision making 	Introduction to PE- Unit 2 <u>Key Skills:</u> <ul style="list-style-type: none"> Moving safely Running, jumping Throwing, catching, rolling Sharing & taking turns, honesty & fair play Responsibility Confidence, perseverance & decision making 	Dance- Unit 1 & 2 <u>Key Skills:</u> <ul style="list-style-type: none"> Travelling Copying & performing Co-ordination Respect Co-operation with others, working independently Observing & providing feedback 	Gymnastics- Unit 1 & 2 <u>Key Skills:</u> <ul style="list-style-type: none"> Running, balancing Changing direction Striking a ball, throwing Communication Taking turns, supporting & encouraging others Managing emotions 	Ball Skills- Unit 1 & 2 <u>Key Skills:</u> <ul style="list-style-type: none"> Rolling, stopping, bouncing & dribbling a ball Throwing at a target Co-operation, supporting others Honesty Perseverance Using tactics Decision making 	Games- Unit 1 & 2 <u>Key Skills:</u> <ul style="list-style-type: none"> Running, balancing Changing direction Striking a ball & throwing Communication Co-operation, taking turns, supporting & encouraging others Honesty & fair play Managing emotions
Fine Motor	Children will: <ul style="list-style-type: none"> Demonstrate increasing control when threading, weaving, using construction materials and malleable tools. Manipulate objects with increasing control. Show preference for a dominant hand. Make marks with chunky tools. Hold a pencil/ paintbrush beyond a whole hand grip. Draw lines and circles pivoting from the shoulder and elbow. Handle scissors safely in a 'thumbs' up position. Open and close scissors to snip across the paper. Build with easy join bricks, like Stickle Bricks. 	Children will: <ul style="list-style-type: none"> Demonstrate increasing control when threading, weaving, using construction materials and malleable tools. Use tools to make changes to materials. Begin to use anti-clockwise movements and retrace vertical lines with some control. Copy and write some correctly modelled letters. Fasten clothing buttons and zips. Cut along a straight line with increasing precision. Use a 'helping hand' to move the paper. Open and close scissors to snip across the paper. 	Children will: <ul style="list-style-type: none"> Demonstrate increasing control when threading, weaving, using construction materials, malleable and cooking tools with increasing control. Handle smaller items with greater precision. Use tools to make changes to materials. Begin to use anti-clockwise movements and retrace vertical lines control. Cut along a curved line with increasing precision. Make marks with thinner tools with increasing precision. Begin to form most letters correctly. Build with large bricks, such as Duplo. 	Children will: <ul style="list-style-type: none"> Demonstrate increasing control when threading, weaving, using construction materials, malleable and gardening tools with increasing control. Cut around a circular shape with increasing precision. Hold pencils effectively with a comfortable grip. Form most letters correctly. 	Children will: <ul style="list-style-type: none"> Demonstrate increasing control when threading, weaving, using construction materials, malleable and Forest School tools (bow saw, peeler, fixed blade knife) with increasing control. Colour inside the lines of a picture. Cut out a square share with increasing precision. Form most letters correctly. Build with smaller linking blocks, such as Lego. 	Children will: <ul style="list-style-type: none"> Demonstrate increasing control when threading, weaving, using construction materials, malleable and Forest School tools (bow saw, peeler, fixed blade knife, axe) with increasing control. Use cooking tools to cut/ slice. Cut out complex shapes with increasing precision. Begin to draw diagonal lines, like a triangle. Form all letters correctly.
Gross Motor	Children will: <ul style="list-style-type: none"> Use outdoor climbing equipment. Enjoy exploring different ways of moving. Join in with co-operation games, including parachute and ring games. Ride wheeled toys. 	Children will: <ul style="list-style-type: none"> Ride wheeled toys safely, adjusting speed and steering to avoid obstacles. Sit on to ride and push/ pull wheeled toys. Throw and catch objects with some success. Balance with some control. Use outdoor equipment with some control (crates, hula hoops). 	Children will: <ul style="list-style-type: none"> Steer a wheeled toy around obstacles. Share throwing and catching games with a friend. Demonstrate improving ball skills- aiming, dribbling, kicking, throwing and catching. 	Children will: <ul style="list-style-type: none"> Steer a wheeled toy around obstacles. Share throwing and catching games with a friend. Demonstrate improving ball skills- aiming, dribbling, kicking, throwing and catching. 	Children will: <ul style="list-style-type: none"> Ride a 2 wheeled bike with stabilisers. Learn how to take safe risks outside e.g. climbing trees, using a hammock, fire safety. 	Children will: <ul style="list-style-type: none"> Ride a 2 wheeled bike without stabilisers. Join in with races and team games co-operatively.

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	MAGICAL ME!	LET'S CELEBRATE!	BAKE ME A STORY	ONCE UPON A TIME	COME OUTSIDE	SUPERHEROES AROUND THE WORLD
Literacy	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).					
Comprehension	<p>Children will:</p> <ul style="list-style-type: none"> Show a preference for a book, song or rhyme. Have a favourite story or song. Be aware of print in the environment. Read their name. Locate the title. Name the different parts of a book. Understand that print has meaning. Know that English is read from left to right and from top to bottom. Handle books correctly. 	<p>Children will:</p> <ul style="list-style-type: none"> Fill in missing words from well-known rhymes. Be interested in the illustrations and words in print and digital books. Point to front cover, back cover, spine, blurb, illustration, author and title. Begin to match spoken word to the written word (1:1 correspondence). Table about events and characters in a story read to me. Predict how a story will end. Use pictures to sequence and retell a familiar story. Talk about story. Recognise rhyme in spoken words. 	<p>Children will:</p> <ul style="list-style-type: none"> Fill in missing words from well-known stories. Know that stories are fiction. Enjoy joining in with repetitive phrases in familiar stories. Be aware of how stories are structured (beginning, middle and end). Retell stories in detail. Innovate familiar stories. Represent stories in role play, small world play and through story maps. Use role play and imaginative play to retell stories. 	<p>Children will:</p> <ul style="list-style-type: none"> Enjoy reading for pleasure. Accurately match spoken words to written words (1:1 correspondence). Be interested in reading for different purposes e.g. instructions to plant seeds. Describe the main story setting, events and characters in detail. Innovate stories. Know that a non-fiction text gives information. Show interest and answer simple questions about what I have heard. 	<p>Children will:</p> <ul style="list-style-type: none"> Enjoy stories from other cultures and traditions. Read for different purposes including labels, games, stories. Use story language when acting out a story. Describe the main story setting, events and characters in detail. Tell my own stories. Think about what I already know to help me with my reading Know that illustrations can help me make sense of my reading. 	<p>Children will:</p> <ul style="list-style-type: none"> Label the parts of a book. Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG). Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG).
Word Reading	<p>Read Write Inc Expectations <i>Whole class</i></p> <ul style="list-style-type: none"> Fred oral blending and segmenting Teach Set 1A and 1B single sounds. Teach word blending 1.1-1.4 <p>Children will learn to:</p> <ul style="list-style-type: none"> Segment and blend words orally. Hear the initial sound in words. Link some sound to letters. 	<p>Read Write Inc Expectations <i>Whole class</i></p> <ul style="list-style-type: none"> Fred oral blending and segmenting Teach Set 1A and 1B single sounds. Teach word blending 1.1-1.4 <p>Children will learn to:</p> <ul style="list-style-type: none"> Segment and blend words orally. Hear the initial sound in words. Link some sound to letters. 	<p>Read Write Inc Expectations <i>Differentiated groups</i></p> <ul style="list-style-type: none"> Teach set 1 special friends. Review word time 1.1-1.4. Teach word time 1.5-1.6. Apply skills to read Ditties. <p>Children will learn to:</p> <ul style="list-style-type: none"> Link sounds to all set 1 sounds including special friends. Use Fred Talk to read VC and CVC green words. Read some red words. Use Fred Talk to read some alien words. Start to check that what I'm reading makes sense. 	<p>Read Write Inc Expectations <i>Differentiated groups</i></p> <ul style="list-style-type: none"> Review set 1 sounds. Review word time 1.1-1.5. Teach word time 1.6-1.7. Apply skills to read Red Ditties. <p>Children will learn to:</p> <ul style="list-style-type: none"> Speedily link sounds to all set 1 sounds including special friends. Use Fred Talk to read words with 4 or 5 words. Read and understand simple sentences. 	<p>Read Write Inc Expectations <i>Differentiated groups</i></p> <ul style="list-style-type: none"> Teach set 2 special friends. Review set 1 sounds speedily. Review word time 1.1-1.7. Teach word time 2. Apply skills to read Green. I can read the first 6 set 2 sounds speedily (ay/ee/igh/ ow/oo/oo). <p>Children will learn to:</p> <ul style="list-style-type: none"> Use Fred in my head to read words with 4 or 5 sounds speedily. Read and understand simple sentences. Re-read books showing increased accuracy and fluency 	<p>I Read Write Inc Expectations <i>Differentiated groups</i></p> <ul style="list-style-type: none"> Teach set 2 special friends. Review set 1 sounds speedily. Review word time set 1 and 2. Teach word time 2. Apply skills to read Green/ Purple. <p>Children will learn to:</p> <ul style="list-style-type: none"> Read the all set 2 sounds speedily (ay/ee/igh/ ow/oo/oo). Use Fred in my head to read words with 4 or 5 sounds speedily. Read and understand simple sentences. Re-read books showing increased accuracy and fluency. Say a sound for each letter in the alphabet and at least 10 digraphs (ELG). Read words consistent with my phonic knowledge by sound blending (ELG).

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General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	MAGICAL ME!	LET'S CELEBRATE!	BAKE ME A STORY	ONCE UPON A TIME	COME OUTSIDE	SUPERHEROES AROUND THE WORLD
<p>Writing</p> <p>Texts may CHANGE due to the children's INTERESTS.</p> <p>Skills are revisited and embedded throughout the year.</p>	<p>Children will:</p> <ul style="list-style-type: none"> Enjoy experimenting with multi-sensory mark and pattern making. Hold mark-making tools in my dominant hand. Work towards a tripod grip. Begin to give meaning to the marks I have made. Identify the initial sound in their name and other familiar words. Record the initial sound in words. Attempt to write their name. 	<p>Children will:</p> <ul style="list-style-type: none"> Write their name with recognisable letters. Use Fred Fingers to orally segment CVC words. Record the sounds in CVC words. 	<p>Children will:</p> <ul style="list-style-type: none"> Write their name with most letters formed correctly. Spell CVC words confidently. Spell CVC words with set 1 special friends. Say what they want to write (Hold a sentence). Break the flow of speech into individual words with support. Write a caption with support. 	<p>Children will:</p> <ul style="list-style-type: none"> Write their name with all letters formed correctly. Confidently spell CVC words with set 1 special friends. Spell some Reception HFW's correctly. Spell some words with 4 sounds. Say what they want to write (Hold a sentence). Break the flow of speech into individual words. Write a simple sentence. Start to leave a space between words. 	<p>Children will:</p> <ul style="list-style-type: none"> Write their full name. Confidently spell words with set 1 and 2 special friends. Spell some words with 4 and 5 sounds. Spell most Reception HFW's correctly. Spell some red words. Say what they want to write (Hold a sentence). Break the flow of speech into individual words. Write 2 or more simple sentence. Start to leave a space between words. Read what they have written. 	<p>Children will:</p> <ul style="list-style-type: none"> Confidently spell words with set 1 and 2 special friends. Spell words with 4 and 5 sounds. Spell some poly-syllabic words. Spell all Reception HFW's correctly. Spell most reception red words. Write 2 or more simple sentence. Start to leave a space between words. Start to punctuate sentences with a capital letter and a full stop. Read what I have written.
	<p>Purpose for Writing</p> <ul style="list-style-type: none"> Name writing Shopping lists Hospital role play (Name badges, appointments) Label Percy's belongings and friends 	<p>Purpose for Writing</p> <ul style="list-style-type: none"> Name writing Magic Spell Shopping lists Tea party invitations Diwali celebration cards Letter to Santa Christmas cards Role Play writing 	<p>Purpose for Writing</p> <ul style="list-style-type: none"> Name writing Chinese New Year Card Character speech bubbles Gingerbread Man action books Shopping list Story maps Lost posters Role play writing 	<p>Purpose for Writing</p> <ul style="list-style-type: none"> Name writing Writing captions and simple sentences to match pictures. Character descriptions Story map Animal Fact File Writing a familiar story Mother's Day cards Easter Cards Role play writing 	<p>Purpose for Writing</p> <ul style="list-style-type: none"> Name writing Visit recount Story maps Planting seeds instructions Role play writing 	<p>Purpose for Writing</p> <ul style="list-style-type: none"> Fathers Day Cards Posters Treasure Maps Letter to Superworm Dinosaur Fact File Writing a story with a beginning, middle and end. Role pay writing

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General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	MAGICAL ME!	LET'S CELEBRATE!	BAKE ME A STORY	ONCE UPON A TIME	COME OUTSIDE	SUPERHEROES AROUND THE WORLD
<p>Maths</p> <p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.”</i></p> <p>Shakuntala Devi (The Human Computer)</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Getting to Know You!</p> <ul style="list-style-type: none"> Baseline Assessments Number rhymes Number stories <p>White Rose Maths</p> <p>Phase 1- Just Like Me!</p> <ul style="list-style-type: none"> Matching & Sorting Comparing size, mass & capacity Exploring repeating pattern (1) 	<p>White Rose Maths</p> <p>Phase 2- It’s Me! 1 2 3</p> <ul style="list-style-type: none"> Representing 1 2 3 Comparing 1 2 3 Composition of 1 2 3 1 More and 1 less Circles and triangles Spatial awareness <p>Phase 3- Light & Dark</p> <ul style="list-style-type: none"> Number 4 & 5 1 More and 1 less Shapes with 4 sides Night and day (routines/time) 	<p>White Rose Maths</p> <p>Phase 4- Alive in 5!</p> <ul style="list-style-type: none"> Introducing Zero Comparing numbers to 5 Composition of 4 and 5 Mass and capacity <p>Phase 5- Growing 6 7 8</p> <ul style="list-style-type: none"> 6,7 and 8 Making pairs Combining 2 groups Length and height Time 	<p>White Rose Maths</p> <p>Phase 6- Building 9 and 10</p> <ul style="list-style-type: none"> 9 and 10 Comparing numbers to 10 Comparing numbers to 10 Bonds to 10 3D shapes Pattern (2) <p>Consolidation</p>	<p>White Rose Maths</p> <p>Phase 7- To 20 and Beyond</p> <ul style="list-style-type: none"> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) <p>Phase 8- First Then Now</p> <ul style="list-style-type: none"> Adding more Taking away Spatial reasoning (2) 	<p>White Rose Maths</p> <p>Phase 9- Find My Pattern</p> <ul style="list-style-type: none"> Doubling Sharing and grouping Even and odd Spatial reasoning (3) <p>Phase 10- On The Move</p> <ul style="list-style-type: none"> Deepening understanding Patterns and relationships Spatial reasoning (4)
Key Vocabulary	<p><i>Same, different, math, sort, rule, compare, collections, amounts, big, little, large, small, tall, long, short, balance, pattern, repeat</i></p>	<p><i>Represent, numerals, count, objects, collections, more, fewer, equal, composition, parts, whole, shape, circle, triangle, square, rectangle, positional language (on, under, behind, next to, in front of), routine</i></p>	<p><i>Zero, empty, compare, objects, represent, more, fewer, equal, subitise, composition, mass, weight, heavy, light, capacity, full, empty, nearly fully, nearly empty, tall, thin, narrow, wide, shallow, pairs, length, height, taller, shorter, time, now, before, later, today, tomorrow</i></p>	<p><i>Counting, forwards, backwards, compare, ordering, quantity, combine, shapes, 3D shape names (sphere, cylinder, cube, cuboid, square based pyramid, cone), pattern, repeat</i></p>	<p><i>Number names, count, represent, pattern, count on, counting backwards, shapes, circle, square, rectangle, triangle, star, tangram match, first, then, now, adding more, take away, subtract</i></p>	<p><i>Double, match, sharing, grouping, even, odd, pattern, relationships, reasoning</i></p>

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General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	MAGICAL ME!	LET'S CELEBRATE!	BAKE ME A STORY	ONCE UPON A TIME	COME OUTSIDE	SUPERHEROES AROUND THE WORLD	
<p>Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>							
	<p>People, Communities & Cultures</p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> <p>Vocabulary</p>	<p>Discovery RE</p> <p>Theme- Special People</p> <p>Key Question- What makes people special?</p> <p>Religions- Christianity & Judaism</p> <p>Learning Focus:</p> <ul style="list-style-type: none"> Families Friends Role Models Jesus Moses <p>Children will:</p> <ul style="list-style-type: none"> 	<p>Discovery RE</p> <p>Theme- Christmas</p> <p>Key Question- What is Christmas?</p> <p>Religions- Christianity</p> <p>Learning Focus:</p> <ul style="list-style-type: none"> Giving Saying thank you The Christmas story (A Christian Celebration) The Shepherds (A Christian Story) The Wise Men (A Christian Story) Christmas (A Christmas Celebration) <p>Children will:</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Talk about celebrations shared with my family in the past (Birthday's, Bonfire Night, Christmas). 	<p>Discovery RE</p> <p>Theme- Celebrations</p> <p>Key Question-How do people celebrate?</p> <p>Religions- Hinduism</p> <p>Learning Focus:</p> <ul style="list-style-type: none"> Celebrating New Year Chinese New Year (A Story from China) Persian New Year (A Nowruz Story) Holi (A Hindu Festival) <p>Children will:</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Enjoying sharing celebrations (Chinese New Year). 	<p>Discovery RE</p> <p>Theme- Easter</p> <p>Key Question-What is Easter</p> <p>Religions- Christianity</p> <p>Learning Focus:</p> <ul style="list-style-type: none"> Signs of Spring Spring into Life Easter (A Christian Celebration) <p>Children will:</p> <ul style="list-style-type: none"> Describe special events (Easter). 	<p>Discovery RE</p> <p>Theme- Story Time</p> <p>Key Question-What can we learn from stories?</p> <p>Religions- Christianity, Islam, Hinduism & Sikhism</p> <p>Learning Focus:</p> <ul style="list-style-type: none"> The Boy Who Cried Wolf (An Aesop Fable) The Crocodile and the Priest (A Sikh Story) Bilal and the Beautiful Butterfly (A Muslim Story) The Gold-Giving Serpent (An Indian Fairy-tale) Best Friends (A Story from Asia) The Lost Coin (A Christian Parable) <p>Children will:</p> <ul style="list-style-type: none"> 	<p>Discovery RE</p> <p>Theme- Special Places</p> <p>Key Question-What makes places special?</p> <p>Religions- Christianity, Islam & Judaism</p> <p>Learning Focus:</p> <ul style="list-style-type: none"> Homes around the world Our world Churches Mosques Synagogues <p>Children will:</p> <ul style="list-style-type: none"> Use the correct names for places (village, church, synagogue etc).

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	MAGICAL ME!	LET'S CELEBRATE!	BAKE ME A STORY	ONCE UPON A TIME	COME OUTSIDE	SUPERHEROES AROUND THE WORLD
Understanding the World	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
Past & Present	<p>Children will:</p> <ul style="list-style-type: none"> Identify their family: They will comment on family photo's; naming who they can see and what relation they are. Talk about what they do with their family and places that they have been. Show interest in the lives of other people who are familiar to them. Notice similarities and make comparisons to other families. Name and describe people who are familiar them. Show an interest in different occupations and ways of life. 	<p>Children will:</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Talk about celebrations shared with my family in the past (Birthday's, Bonfire Night, Christmas). Compare and talk about clothes from the past (Guy Fawkes). Observe and explore items including toys from the past. Talk about and compare past and present ways of like- bath in the lounge, hairnet, coal, afternoon tea etc Learn about past and present job roles- grocer, baker. 	<p>Children will:</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Talk about some past traditions (Tiger Who Came to Tea). 	<p>Children will:</p> <ul style="list-style-type: none"> Talk about how homes have changed. 	<p>Children will:</p> <ul style="list-style-type: none"> Talk about changes. 	<p>Children will:</p> <ul style="list-style-type: none"> Talk about significant people who have been to space, and I know that these events happened before I was born.
Vocabulary		<i>Brass, hairnet, coal, yard, clothes-line, sticking, net, tassel, shawl, fringe, flannel, dozing, tea service.</i>				

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	MAGICAL ME!	LET'S CELEBRATE!	BAKE ME A STORY	ONCE UPON A TIME	COME OUTSIDE	SUPERHEROES AROUND THE WORLD
Understanding the World	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
The Natural World	<p>Developing Experts</p> <ul style="list-style-type: none"> Learn about your body parts. Know that we have similarities and differences but are unique. Learn about senses. <p>Children will:</p> <ul style="list-style-type: none"> Navigate around our classroom and outdoor areas- Create treasure hunts to find places and objects within our learning environment. Name some body parts. Name and explore their 5 senses, explaining in simple terms what they are. Understand that everyone is unique. Bake pumpkin flapjacks. Observe decay of natural items- pumpkin. 	<p>Developing Experts</p> <ul style="list-style-type: none"> Learn about the seasonal changes in autumn. Learn about rockets. <p>Children will:</p> <ul style="list-style-type: none"> Notice and comment on signs of autumn (seasonal change). Talk about what they have observed. Talk about the changes they observe as they bake bread. Talk about similarities and differences e.g. light and dark. Draw information from a simple map. Enjoy exploring aerial maps of Wall Heath. Name the village where I live (Wall Heath) and the name of my school. 	<p>Developing Experts</p> <ul style="list-style-type: none"> Learn about rain, ice and water. Know about snow and melting. Know which things sink or swim. Learn about wheat and flour. <p>Children will:</p> <ul style="list-style-type: none"> Know there are different places in the world (China). Talk about some similarities and differences between countries (China). Understand some importance process and changes in the natural world including seasons (winter) and changing states of matter (freezing and melting ice investigations). Talk about the changes I have observed whilst baking. Predict, observe and talk about changes I observe during investigations (Ice Investigation and The Gingerbread Man). Talk about the changes they observe during the cooking process- noodles, porridge, gingerbread. Make salt dough. 	<p>Developing Experts</p> <ul style="list-style-type: none"> Learn about rainbows in the sky. Learn about which animals live on a farm. Learn all about bears. Learn about chicks and eggs. <p>Children will:</p> <ul style="list-style-type: none"> Notice and comment on seasonal change (spring) and weather. Comment on the things that I have discovered whilst outside, including plants and animals. Know what seeds and plants need to grow. Care and tend to our seeds and plants. Compare and explore different environments (Bear Hunt grass, mud, forest, river) Observe, sequence and talk about the life cycle of a chick. Notice and talk about features of our local environment on maps and Google earth. Talk about what I can see on our journey to the park. Identify some local places. Create a simple map of our journey. 	<p>Developing Experts</p> <ul style="list-style-type: none"> Learn about living things which are plants. Learn about your diet and how to stay healthy. Learn about fruit. Learn about vegetables. Learn about where insects and invertebrates live. Learn about insects and invertebrates. <p>Children will:</p> <ul style="list-style-type: none"> Explore a range of minibeasts, farm and safari animals and learn their names and label their body parts. Observe, sequence and talk about the life cycle of a frog and butterfly. Show care and concern for living things (Butterfly Garden and minibeast hunts). Grow and learn how to care about plants. Compare safari animals to those on a farm. Talk about the animals that I observe during out visit to the farm. Work collaboratively to build a bug hotel. Compare Wall Heath to Africa (Handa's Surprise). <p>• Forest School</p>	<p>Developing Experts</p> <ul style="list-style-type: none"> Know about dinosaurs which roamed the earth. <p>Children will:</p> <ul style="list-style-type: none"> Explore and find out about how things work. Learn more about our school. Talk about my journey to school. Talk about different types of transport. Use the correct names for places (village, church, synagogue etc). Talk about seaisides long ago. Know what a palaeontologist us and how they explore artefacts. Talk about Mary Anning, the first female fossil hunter. Understand some importance process including floating and sinking. Talk about why things happen and how things work. Be aware of recycling and how to take care of our world. <p>• Forest School</p>
Vocabulary	<p><i>Arms, legs, chest, jump, move, hand, finger, feet, walk, run, eyes, nose, face, blink, colour, freckles, gene, sibling, different, unique, senses.</i></p>	<p><i>Autumn, season, rocket, travel, fireworks, launch.</i></p>	<p><i>Snowflake, mely, snowman, cool, cold, Sink, sea, float, noodles, wheat, flour, China, bread, name of bears</i></p>	<p><i>Rainbow, raindrop, yellow, art, blue, Names of farm animals, Chicken, egg, lay, chick, fox,</i></p>	<p><i>Plant, seed, nutrients, soil, water, names of fruits and vegetables, fly, beetle, insect, ant, mouth, ladybird, spider, snail, honey, worm</i></p>	<p><i>Reptile, lizard, dinosaur, meteorite, museum,</i></p>

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<p>Technology</p> <p>Our aim is that children leave Maidensbridge:</p> <ul style="list-style-type: none"> • Having had their lessons brought to life through ICT. • As responsible digital citizens who are able to make the most of opportunities presented by the changing digital world. • Thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed. • Being able to confidently debug and solve problems. 	<p>Children will:</p> <ul style="list-style-type: none"> • Recognise everyday technology is used in homes and schools. • Play on a touch screen game and use computers. Keyboards/ mouse in role play. • Type letters with increasing confidence using a keyboard or tablet. 	<p>Children will:</p> <ul style="list-style-type: none"> • Select and use technology for a particular purpose. • Use a painting app and explore the paint and brush tools. • Know the difference between a photograph and a video. • Use a tablet to take a photograph. • Use a tablet to record a short film. • View their photograph or film. 	<p>Children will:</p> <ul style="list-style-type: none"> • Recognise that they can say 'no', 'please stop', 'I'll tell', 'I'll ask' to somebody who asks me to do something that makes me feel sad, scared or embarrassed. • Say how to stay safe online. • Describe ways that some people can be unkind online. • Say how this can make others feel. 	<p>Children will:</p> <ul style="list-style-type: none"> • Use a mouse or touch screen to access a device or selection options on the screen. • Input a simple sequence of commands to control a digital device with support (Bee Bot). 	<p>Children will:</p> <ul style="list-style-type: none"> • Recognise some ways in which the internet can be used to communicate. • Identify ways that I can put information online. 	<p>Children will:</p> <ul style="list-style-type: none"> • Recognise some ways in which the internet can be used to communicate. • Identify ways that I can put information online.
<p>Computing</p> <p>Purple Mash</p>	<p>Purple Mash Mini Mash</p> <ul style="list-style-type: none"> • Initial Sound Quiz • Missing Sound Quiz • Pairs Game (4 cards) • 4 Piece Puzzle • Paint projects- Colour selection 	<p>Purple Mash Mini Mash</p> <ul style="list-style-type: none"> • Decorate Birthday Cake • 6 Piece Puzzle • Painting numbers 1,2,3, 4 & 5 • Counting Quizzes • 2 Email/ 2 Respond- Wrote a letter to Santa • 2 Paint a Picture- Firework display • Paint projects- Colour selection • Toys from the past 	<p>Purple Mash Mini Mash</p> <ul style="list-style-type: none"> • Decorate GBM • 6 Pairs Game (8 cards) • Painting numbers 6, 7, 8 • Measuring • Mashcam characters- word reading 	<p>Purple Mash Mini Mash</p> <ul style="list-style-type: none"> • Decorate Easter Egg • Painting numbers 9 & 10 • Mashcam- Sentence reading • Fairy Tale Slideshow- What is happening in each picture? What might happen next? 	<p>Purple Mash Mini Mash</p> <ul style="list-style-type: none"> • My animal • Ordering Number Quizzes • Mashcam- Sentence reading 	<p>Purple Mash Mini Mash</p> <ul style="list-style-type: none"> • My animal • Ladybird Doubling • 2 Create a story • Mashcam- Sentence reading • Vehicles from the past • Seaside in the past

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General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	MAGICAL ME!	LET'S CELEBRATE!	BAKE ME A STORY	COME OUTSIDE	AMAZING ANIMALS	JOURNEYS
Expressive Arts & Design There are always opportunities for creativity involving: <i>Paint, model making, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments and percussion instruments.</i> <i>The children have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i> <i>The children can work collaboratively and celebrate their work to others.</i>	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	<p>Access Art</p> <ul style="list-style-type: none"> Feely Drawings- Explore an object through the sense of touch and draw what they can remember. Self Portrait Photography- Use props to explore their sense of self. <p>Artist Focus</p> <ul style="list-style-type: none"> Andy Goldsworthy- Natural sculptures <p>Children will:</p> <ul style="list-style-type: none"> The skill drawing a self-portrait- Drawing an outline shape, adding detail and filling with colour. Explore colour mixing. Use a glue stick to join paper and card. Use recycled and loose materials to make models and transient arrangement. Be aware of the work of famous artists. Create sculptures from natural materials. Use construction kits to build models. Build stories around toys (small world) use available props to support role play. Explore sounds and how they can be changed, tapping out of simple rhythms. Work together to explore and develop creative ideas. 	<p>Access Art</p> <ul style="list-style-type: none"> Wax Resist Autumn Leaves- Explore colour. To Colour- Explore colour as a medium beyond paint. Night- Time Collage- Combine mark making, painting, colour and collage. Drawing by Torchlight- Make links between what I can see and draw. <p>Artist Focus</p> <ul style="list-style-type: none"> Giuseppe Archiboldo and Kadinsky's Concentric Circles. <p>Children will:</p> <ul style="list-style-type: none"> Revisit and build on skills learning in Autumn 1. About to talk about famous Artists- Giuseppe Archiboldo and Kadinsky's Concentric Circles. Mix primary colours to make secondary colours. Learn how to use masking tape and sticky tape to join paper and card. Create an observational pencil drawing of a pumpkin. Combine materials and textures to create different effects (skeleton, firework creations and Christmas crafts). Use their hands and tools to mould, shape and sculpt clay to create a diva lamp. Listen and respond to different types of music with movement and dances (Banghra music, classical firework music and Christmas party music). Learn songs and dances for the Maidensbridge Nativity. 	<p>Access Art</p> <ul style="list-style-type: none"> Making Finger Puppets- Draw, colour and collage. Newspaper Heads- Explore colour and mark-making in a 3D experience. <p>Children will:</p> <ul style="list-style-type: none"> Revisit and build on skills learning in the Autumn Term. Use a stapler to join paper and card (Chinese Lanterns) Use a hold punch to create holes and split pins for moving creations (Moving Gingerbread Man). Explore the effect of using block paints and water. Create and add detail to an observational painting (Chinese New Year red flowers). Explore the technique of blow painting. Select tools and techniques they need to assemble the materials they are using (Masks, puppets). Design a model before building it. Listen and respond to different types of music with movement and dances (Chinese music). Learn and perform Jack Frost poem and the innovated story of The Gingerbread Man. 	<p>Access Art</p> <ul style="list-style-type: none"> Primal Painting- Explore nature as a source of natural pigments. Drawing Like a Caveman- Make a variety of marks with charcoal (Cave Art). Ducklings (Easter Chicks)- Use print to create a feeling of 'form' and texture. Marbling- Explore reactions of pigments on water. <p>Artist Focus</p> <ul style="list-style-type: none"> Monet- Water Lillies <p>Children will:</p> <ul style="list-style-type: none"> Revisit and build on skills learning in the Autumn and Spring Terms. Talk about famous Artists- Monet's Water Lillies, Jackson Pollock, Andy Goldsworthy. Create sculptures in nature. Explore the technique of bubble painting. Print and explore patterns created with everyday objects. Respond to stories creatively (drama, art, dance). Combine materials and textures to create different effects (Mother's Day Cards, Bear Hunt, Scarecrows). Select tools and techniques they need to assemble the materials they are using (Easter crafts). 	<p>Access Art</p> <ul style="list-style-type: none"> Drawing Spiral Snails- Draw different types of spirals and I can explore colour mixing and pattern. Minibeast Artwork- Explore colour, shape and narrative. <p>Artist Focus</p> <ul style="list-style-type: none"> Henri Matisse- The Snail <p>Children will:</p> <ul style="list-style-type: none"> Revisit and build on skills learning in the Autumn and Spring Terms. Explore and create different textures and patterns using materials and tools. Use the technique of collage (story characters, minibeasts and animals). Create and add detail to a pastel observational drawing (Handa's fruit). Design and make animal home/ enclosure. Create musical instruments from recycled materials. Perform a traditional African song and dance. Learn a dance to perform at the Ugly Bug Ball. 	<p>Access Art</p> <ul style="list-style-type: none"> Plasticine Printmaking- Use objects to explore prints. Dressing Up As Fossils- Use objects to create an imprint sculpture. <p>Artist Focus</p> <ul style="list-style-type: none"> Pop art- Lichtenstein Sunrise <p>Children will:</p> <ul style="list-style-type: none"> Revisit and build on skills learning in the Autumn, Spring and Summer Terms. Design and make a rocket/ space vehicle. Use everyday objects for a purpose (paper plate jelly fish). Use hands and tools to mould, sculpt and add detail to a coiled clay shell. Recycle materials for their creations (keeping beach and sea clean). Explore colour mixing, adding tints to decorate beach huts and umbrellas.
Charanga	<p>Me!</p> <p>Children will:</p> <ul style="list-style-type: none"> Learn and sing along with these action songs and nursery rhymes: <ul style="list-style-type: none"> Pat-a cake Once I caught a fish alive This Old Man 5 Little Ducks Name Song Things for Fingers Share and performs the songs I have learnt. 	<p>My Stories!</p> <p>Children will:</p> <ul style="list-style-type: none"> Learn and sing along with these action songs and nursery rhymes: <ul style="list-style-type: none"> I'm a Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song Share and performs the songs I have learnt. 	<p>Everyone!</p> <p>Children will:</p> <ul style="list-style-type: none"> Learn and sing along with these action songs and nursery rhymes: <ul style="list-style-type: none"> Wind the Bobbin Up Rock-a-bye Baby 5 Little Monkey's If you're happy and you know it Heads, Shoulders, Knees and Toes Share and performs the songs I have learnt. 	<p>Our World</p> <p>Children will:</p> <ul style="list-style-type: none"> Learn and sing along with these action songs and nursery rhymes: <ul style="list-style-type: none"> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The wheels on the Bus The Hokey Cokey Share and performs the songs I have learnt. 	<p>Big Bear Funk</p> <p>Children will:</p> <ul style="list-style-type: none"> Listen and appreciate funk music. Learn to sing Big Bear Funk and revisit other nursery rhymes. Play percussion instruments within the song. Share and performs the songs I have learnt. 	<p>Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> Listen and appreciate the music. Sing and revisit nursery rhymes and action songs. Start to improvise using my voice and percussion instruments. Play percussion instruments.



EYFS Curriculum Goals

Our curriculum goals highlight all the things that we want children to know, experience and be able to do as a result of their time in Reception. Much of the time the children will guide their own learning, but we are mindful of the outcomes we want our children to reach and guide our children towards them.

Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
<p>Become a CONFIDENT communicator who can listen carefully in different situations.</p> <p>ASK relevant questions and make relevant comments.</p> <p>CONVERSE in a back-and-forth exchange with friends and adults.</p> <p>Use new vocabulary to EXPRESS ideas and feelings.</p>	<p>Know who can help keep me SAFE.</p> <p>Become an independent learner who ACHIEVES their potential.</p> <p>Show CARE and respect towards others and the world around Them.</p> <p>Show determination and RESILIENCE in the face of challenge.</p> <p>Be a fantastic FRIEND to others.</p>	<p>Take PLEASURE in moving and playing energetically and confidently, showing strength, balance and control over body movements.</p> <p>RIDE a two wheeled bike.</p> <p>Hold and CONTROL pencil effectively.</p> <p>USE cutlery with confidence.</p>	<p>RETELL a story with words and actions.</p> <p>READ simple sentences and books containing regular words made up of known letter sounds and some tricky words.</p> <p>Independently WRITE words and simple sentences that can be read by others.</p>	<p>UNDERSTAND in depth numbers to 10, including number bonds.</p> <p>RECOGNISE the pattern of the number system.</p> <p>COMPARE quantities in different contexts.</p>	<p>KNOW their place in their family and understand that events happened before them.</p> <p>APPRECIATE some similarities and differences between lives, cultures and religions both where they live and around the world.</p> <p>Show CURIOSITY about the world in which they live.</p> <p>CARE for plants and creatures.</p> <p>UNDERSTAND how to read a simple map.</p>	<p>CREATE stories and PERFORM them with others, making use of props to enhance play.</p> <p>Make CHOICES of which materials and techniques to use when creating, taking inspiration from artists, experiences and their own interests,</p> <p>PERFORM a story, song, poem or rhyme to an audience.</p> <p>SING a repertoire of songs and enjoying MOVING to music.</p>



EYFS Early Learning Goals

Early Learning Goals for the end of the Reception Year Holistic/ Best Fit Judgement

Communication & Language	<p>ELG: 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 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 <p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Personal, Social & Emotional Development	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> 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.
Physical Development	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> 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. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> 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.
Literacy	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

	<p>ELG: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> • 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.
Mathematics	<p>ELG: Number</p> <ul style="list-style-type: none"> • 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. <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> • 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.
Understanding the World	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts & Design	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> • 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. <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.