Intent:

Our aim in the EYFS is to:

- Provide children with the skills, knowledge and understanding they need to prepare them for the challenges in the wider world.
- To build strong foundations and resilience, so that they can grow to become successful, life-long learners and members of society.
- To place great value on the development of children as individuals and provide them with the skills, knowledge and understanding they need to prepare them for the challenges beyond the EYFS.
- Provide cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. We support them to develop effective learning habits through the Characteristics of Effective Learning – Play and Exploration, Active Learning and Creative and Critical Thinking.
- Support our children in developing the skills needed in order to learn to listen, speak and meet the high expectations for behaviour by working together and being kind.
- Provide an enabling environment which is warm and supportive. Which will in turn support the children to begin to link learning to their play and exploration through our holistic provision.

Implementation:

Our curriculum is based on the Early Years Foundation Stage framework. This is made up of **four overriding principles**:

- **Unique Child** – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- **Positive Relationships** – Children learn to be strong and independent through positive relationships.

- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

  The curriculum provides a play-based and experiential learning environment, combined with focussed teaching and basic skills, to ensure children make rapid progress before moving onto Year 1. The children are provided with ample opportunities accessible in our indoor and outdoor provision. They engage in planned, focussed activities as well as self-initiated and free flow activities.

  The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children.

- **Personal, Social and Emotional Development** – involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

- **Communication and Language** – involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

- **Physical Development** – involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

  As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

- **Literacy** – the early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
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- **Mathematics** – the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures.

- **Understanding the World** – this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

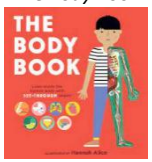
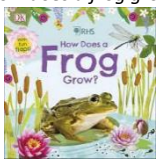
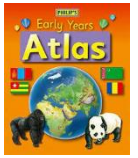
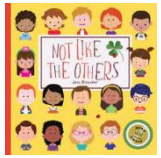
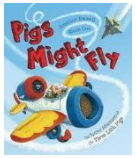
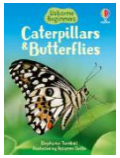
- **Expressive Arts and Design** – this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

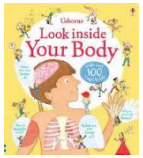
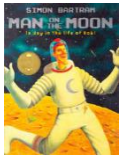
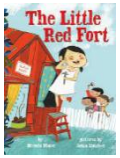
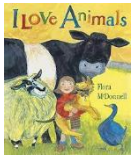
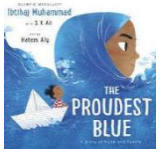
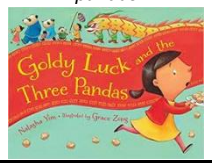
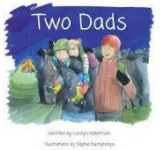
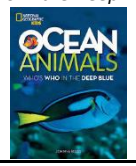
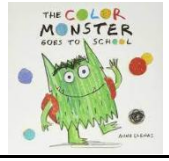
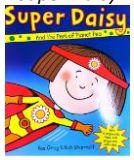
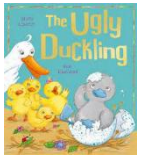
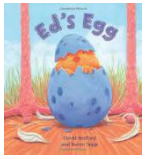
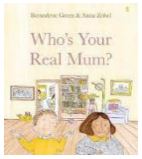
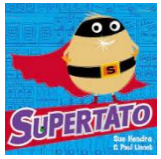
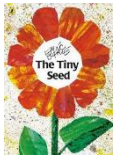
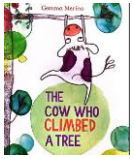
  Children benefit from meaningful learning across the curriculum and staff plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills taking into account the Characteristics of Effective Learning.

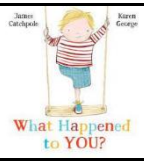
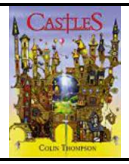
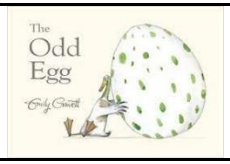
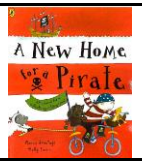
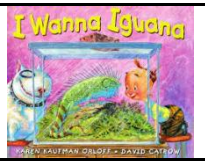
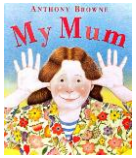
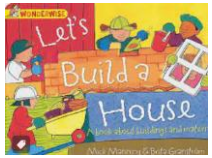
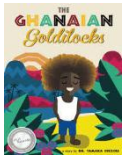
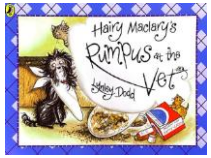
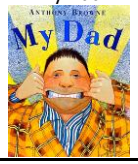
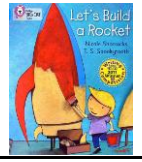
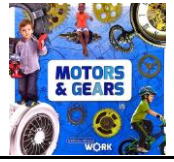
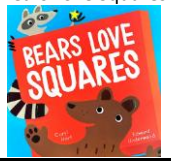
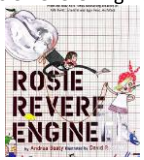
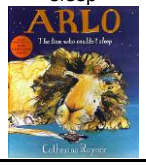
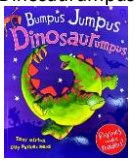
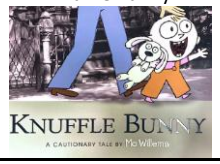
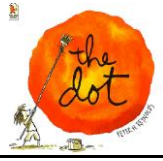
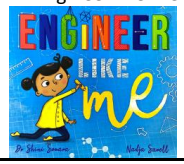
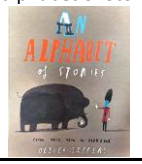
  The EYFS Curriculum will promote and support children's emotional security and development of their character enabling children to take risks in a safe and secure environment. Supporting children to be active and to develop physically including giving clear messages to children why it is important to eat, drink and exercise as well as to be kind to others.

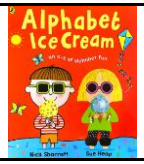
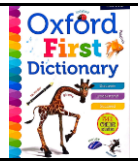
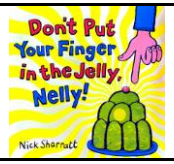
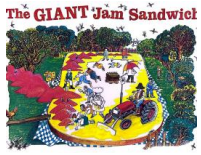
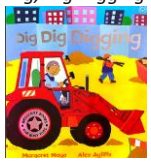
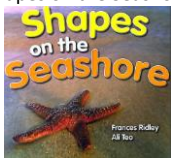
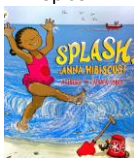
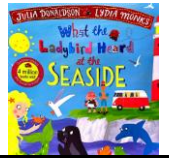
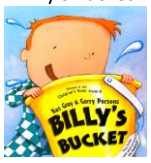
Impact:

Through Lambourn's curriculum and Christian Values we aim to provide our children with the skills, knowledge and understanding to **let their light shine**. We have designed a progressive, engaging curriculum, aimed at motivating our pupils so they become curious, effective problem-solvers who have a lifelong love of learning. Through our teaching we aim to address cultural capital inequalities so that all our children become secure, independent learners, aware of a world of opportunities, and with the skills, knowledge and confidence they need to take calculated risks and realise their dreams. Our curriculum is designed to be inclusive so that all learners are supported to achieve to their full potential.

Overarching Themes	Who Am I? (Previously Marvellous Me)	Sparkle, Shimmer and Shine	Tell me a Story (Previously the Magic Inside)	Circle of Life	Stomp, Chomp and Roar (Previously Dinosaurs)	What a Wonderful World
Celebrations and Festivals	Harvest Festival Halloween	Diwali Bonfire Night Remembrance Day Christmas	New Year Chinese New Year Valentine's Day Lailat al Miraj	Pancake Day World Book Day Mother's Day Easter	Eid Vaisakhi	Father's Day Hajj
Parental Engagement	Parents Welcome Meeting Wow Moments Phonics workshop	Wow Moments Nativity Production Parents Evening Book at Bedtime Phonics Parent Meeting	Wow Moments Parents Evening	Wow Moments	Wow Moments Class Trip to Cotswold Wildlife Park	Wow Moments Sport's Day
Texts to Support Continuous Provision	*The Body Book* 	*Usborne Beginners Science 10 Books Collection Set* 	Usborne Beginners Nature 10 Books Set 	*How does a frog grow* 	*Usborne Beginners Science 10 Books Collection Set* 	*Atlas --> Early years versions* 
	Not like the Others 	Here comes Jack Frost 	*Pigs' might fly* 	*Caterpillars and butterflies* 	*Usborne Look Inside Our world* 	*Penguins* 

	Look inside your Body 	Man on the moon 	*The little red fort* 	*I love animals* 	*The Proudest Blue* 	*Welcome to our world: A celebration of children everywhere* 
	Funny Bones series 	Little Robin Red Vest 	*Goldy Luck and the three pandas* 	*A way with wild things* 	*Two Dads: A book about adoption* 	*Ocean Animals: Who's Who in the Deep Blue* 
	The Colour monster goes to school 	*Super Daisy* 	*The ugly duckling* 	*Ed's Egg* 	*Who's Your Real Mum?* 	*Hansel and Gretal* 
	SuperTato 	*The Shopping Basket* 	The Mixed-Up Chameleon 	*The tiny seed* 	The Cow who Climbed a Tree 	*Somebody swallowed Stanley* 
	What happened to you?	*Castles*	One Thousand Things	*The odd egg*	A New Home for a Pirate	*I wanna Iguana*

						
	My Mum 	*Home* 	Let's Build a House 	*Ghanaian Goldilocks* 	Hairy Maclary's Rumpus at the Vets 	One to Ten and Back Again 
	My Dad 	*Let's Build a Rocket* 	Motors and Gears 	Never Tickle a Tiger 	Bears Love Squares 	One Fox 
	The Great Big Book of Families 	*Iggy Peck Architect* 	Rosie Revere Engineer 	Arlo The Lion Who Couldn't Sleep 	How Many Legs 	Bumpus Jumpus Dinosaurumpus 
	Knuffle Bunny 	*Ish* 	The Dot 	The Pencil 	An Engineer like Me 	An alphabet of Stories 
	Alphabet Ice-cream	*Oxford First Dictionary*	Commotion in the Ocean	Biscuit Bear	Cook It	Don't put your finger in the Jelly, Nelly

						
	The Giant Jam Sandwich 	*Dig, Dig Digging* 	Shapes on the Seashore 	Splash 	What the Ladybird Heard at the Seaside 	Billy's Bucket 
Personal, Social and Emotional	**Jigsaw Theme:** Being me in my world Know special things about themselves Know that some people are different from themselves Know how happiness and sadness can be expressed Know that hands can be used kindly and unkindly Know that being kind is good Know they have a right to learn and play, safely and happily Identify feelings associated with belonging Identify feelings of happiness and sadness	**Jigsaw Theme:** Celebrating Differences Know what being proud means and that people can be proud of different things Know that people can be good at different things Know what being unique means Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself	**Jigsaw Theme:** Dreams and Goals. Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal	**Jigsaw Theme:** Healthy Me Understand that I need to exercise to keep my body healthy Understand how moving and resting are good for my body Know which foods are healthy and not so healthy and can make healthy eating choices Know how to help myself go to sleep and understand why sleep is good for me Wash my hands thoroughly and understand why this is important especially	**Jigsaw Theme:** Relationships Identify some of the jobs I do in my family and how I feel like I belong Know how to make friends to stop myself from feeling lonely Think of ways to solve problems and stay friends Starting to understand the impact of unkind words Use Calm Me time to manage my feelings Know how to be a good friend	**Jigsaw Theme:** Changing Me Name parts of the body Tell you some things I can do and foods I can eat to be healthy Understand that we all grow from babies to adults express how I feel about moving to Year 1 Talk about my worries and/or the things I am looking forward to about being in Year 1 Share my memories of the best bits of this year in Reception

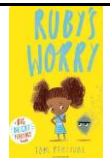
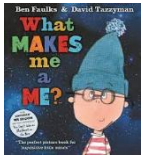
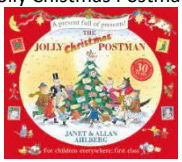
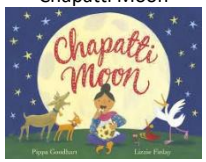
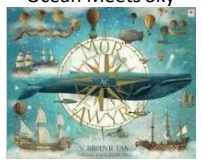
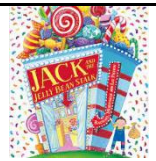
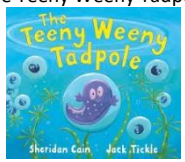
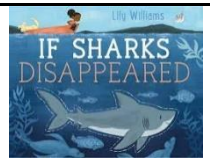
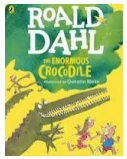
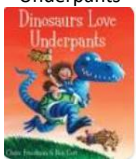
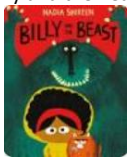
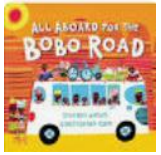
	Skills to play cooperatively with others Be able to consider others' feelings Be responsible in the setting	Know the names of some emotions such as happy, sad, frightened, angry Know that they don't have to be 'the same as' to be a friend Know why having friends is important Know some qualities of a positive friendship Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Identify some ways they can be different and the same as others Recognise similarities and differences between their family and other families Identify and use skills to make a friend Identify and use skills to stand up for themselves Recognise emotions when they or someone else is upset, frightened or angry	Understand that challenges can be difficult Recognise some of the feelings linked to perseverance Talk about a time that they kept on trying and achieved a goal Be ambitious Resilience Recognise how kind words can encourage people Feel proud Celebrate success	before I eat and after I go to the toilet Know who my safe adults are and how to stay safe if they are not close by me		

Communication and Language	Settling in activities. Making friends. Children talking about experiences that are familiar to them. Rhyming and alliteration. Familiar Print. Sharing facts –All about me! Shared stories. Model talk routines Tales Toolkit Learn rhymes, poems and songs	Develop vocabulary Retelling stories Story language Listening and responding to stories Following instructions Taking part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Perform in Nativity Tales Toolkit Learn rhymes, poems and songs	Uses language well Ask how and why questions… Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Discuss events and characters in a story Engage in non-fiction texts Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs	Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Sustained focus when listening to a story Engage in non-fiction texts Learn rhymes, poems and songs	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Offer explanations for what happened Learn rhymes, poems and songs	Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Learn rhymes, poems and songs
Physical Development	**Get Set For PE**: Intro to PE (1) Fundamentals (1) Yoga	**Get Set For PE:** Intro to PE (2) Fundamentals (2) Yoga	**Get Set For PE**: Ball Skills (1) Dance (1) Balance Bike-ability Yoga	**Get Set For PE**: Ball Skills (2) Dance (2) Balance Bike-ability Yoga	**Get Set For PE:** Gymnastics (1) Games (1) Balance Bike-ability Yoga Swimming	**Get Set For PE:** Gymnastics (2) Games (2) Balance Bike-ability Yoga Swimming

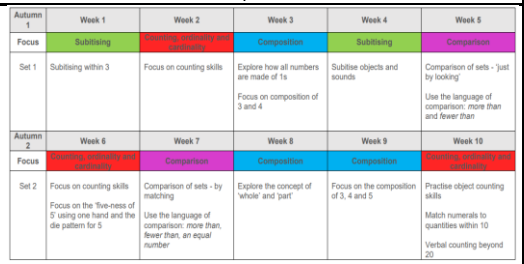
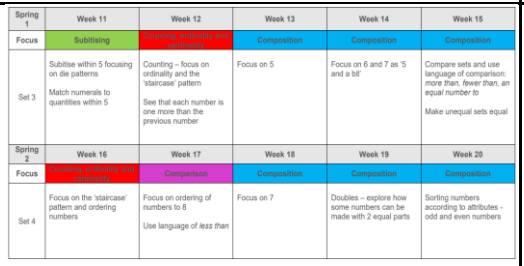
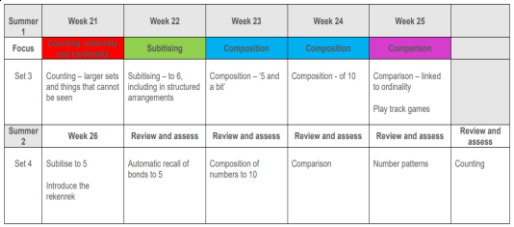
Fine Motor Daily Opportunities for fine motor activities	Threading, cutting, weaving, playdough, Funky Finger activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Funky Finger activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Start to draw pictures that are recognisable Develop accuracy and safety using scissors to cut Build things with smaller linking blocks, such as Lego	Threading, cutting, weaving, playdough, Funky Finger activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks Cut along a straight line with scissors. Start to cut along a curved line.	Threading, cutting, weaving, playdough, Funky Finger activities. Form letters correctly Draw diagonal lines, like in a triangle. Draw with increased accuracy and care	Threading, cutting, weaving, playdough, Funky Finger activities. Consistently form letters correctly. Cut more complex shapes with scissors	Threading, cutting, weaving, playdough, Funky Finger activities. Consistently form letters correctly. Cut more complex shapes with scissors
Gross Motor Weekly PE Lessons Outdoor Area Outdoor Learning	Cooperation games Climbing –outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills-throwing and catching. Crates play-climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Use a range of small and large apparatus inside and outdoor.	Ball skills-aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.	Balance-children moving with confidence Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Races / team games involving gross motor movements Dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Negotiating space safely.

Literacy Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Retelling stories using images Story Maps. Editing of story maps and orally retelling new stories. Sequence story –use vocabulary of beginning, middle and end. Enjoys an increasing range of books Book at Bedtime Celebration	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Order events, discuss characters and create story maps and use to retell stories . Look at non-fiction texts linked to topic and begin to understand the difference between fiction and non-fiction	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events Act out stories in Role-Play	Stories from other cultures and traditions Retell a story/poem with actions and / or picture prompts as part of a group Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story -Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Understand that a non-fiction is a non-story-it gives information instead. Fiction means story. -Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
Tales Toolkit	Gives children the independence to create stories around their interests using anything they have to hand creating independent storytellers. All resources are labelled with easily recognised symbols for Character, setting, problem and solution giving the children skills to independently weave magical tales					
Literacy Word Reading	**Read Write Inc Phonics** RWI teaches children to not only read accurately and fluently but also teaches comprehension skills and embeds a love for reading. Children will learn to form letters, spell correctly and compose their ideas step-by-step.					
	• Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts • Learn to read words using Fred Talk • Read lively stories featuring words they have learned to sound out • Show that they comprehend the stories by answering questions • Write the letters/letter groups which represent 44 sounds					

	• Write words by saying the sounds in Fred Talk • Write simple sentences					
Literacy Writing	Dominant hand, tripod grip, mark making, giving meaning to marks Writing initial sounds and simple captions. Use initial sounds to label characters / images. Write name correctly Use some of their print and letter knowledge in their early writing Begin to form lower-case letters correctly Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs Use initial sounds Oral rehearsal	Consolidate Autumn One Help children identify the sound that is tricky to spell. Sequence the story Write a caption Use correct letter formation Begin to reread what they have written Begin to spell CVC words correctly using GPC Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs Write labels Begin to write lists & captions	Guided writing based around developing short sentences in a meaningful context. Form most lower-case and capital letter correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write captions/phrases and begin to write simple sentences using known GPCs …sentence, full stop, capital letter & word spacing Re-read what they have written to make sure it makes sense Begin to write a variety of fiction and non-fiction sentences / captions	Guided writing based around developing short sentences in a meaningful context. Form most lower-case and capital letter correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write captions/phrases and begin to write simple sentences using known GPCs …sentence, full stop, capital letter & word spacing Re-read what they have written to make sure it makes sense Begin to write a variety of fiction and non-fiction sentences / captions	Write recognisable letters (lower case and capital) most of which are formed correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write simple phrases and sentences that can be read by others including: □word spacing □full stop □capital letter Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3 part story, (e.g. using story map/planner) Instructions, Fact cards	Write recognisable letters (lower case and capital) most of which are formed correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write simple phrases and sentences that can be read by others including: □word spacing □full stop □capital letter Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3 part story, (e.g. using story map/planner) Instructions, Fact cards
Literacy	**Tales Toolkit**		**Drawing Club** We complete Greg Bottrill Drawing Club Units to support the development of writing through immersing children in the world of story.		**Write Stuff / Sentence a Day**	
Drawing Club Texts	Ruby's Worry	Rainbow fish	We're going on a Bear Hunt	Jack and The Beanstalk Jack and the Jellybean Stalk	If Sharks disappeared	Handa's surprise

	 Colour Monster  Lost and Found  What makes Me Me 	 Jolly Chistmas Postman  How to Catch a Star  Chapatti Moon 	 Where the Wild Things Are  Ocean Meets Sky  On Sudden Hill   The Gingerbread Man	 The Teeny Weeny Tadpole  The Ugly Five Julia Donaldson. 	 The Enormous Crocodile  Dinosaurs Love Underpants  Billy and the Beast 	 All Aboard the Bobo Road  Superworm  The Magic Paintbrush 

Maths Can Do Number	**Numbers 5, 6 and 7** The counting sequence stays the same. The last number counted represents how many are in the set. As you count, the quantity increases. Each object in the set is counted once and once only. Count things that can be seen at a distance, not touched or moved. Count things that we see, but then they are not visible. Count things that happen or we hear Count items onto a number track The count of objects can begin with any object in the set and the total will remain the same The count for a set of objects remains the same even if the objects are moved around, as long as	**Numbers 7, 8, 9 10** Count items onto a number track The count of objects can begin with any object in the set and the total will remain the same The count for a set of objects remains the same even if the objects are moved around, as long as no objects are added or removed. The count for a set of objects gives the quantity regardless of the size or type of objects. The last number counted represents how many are in the set. Each object in the set is counted once and once only. Count things that we see, but then they are not visible. Count things that happen or we hear	**Composition of 2, 3 and 4 calculating within 4, 5 and 6** Subitise numbers to 5 Partition 2, 3, 4, 5, 6 Combine groups to make 2, 3, 4, 5 or 6 Find ways to make 2, 3, 4, 5 or 6 Find totals up to 6 by combining groups, including the empty set Find one more than numbers up to 6 Take away from 2, 3, 4, 5 or 6 including taking away zero Find one less than numbers up to 4 Find hidden numbers when counting within	**Compare Numbers** Identify groups that are the same Identify the group that has more and use language of comparison Identify the group that has fewer and use language of comparison Compare groups Identify numbers that are more Identify numbers that are less Compare numbers Order numbers **Composition of 7and 8 and calculating within 7 and 8.** Combine groups Find totals by combining groups, including the empty set Find one more Take away Find one less	**Composition of 9 and 10, calculating within 9 and 10** Partition Combine groups to make 9 or 10 Find one more than numbers 9 and 10 Find totals up to 10 by counting on Take away from 9 and 10 Take away from numbers up to 9 Find one less than numbers up to 9 Find hidden numbers when taking away Use repeated addition to find doubles **Equal Groups** Use repeated addition to find even numbers Solve problems involving doubles and even numbers Combine equal groups to find a total Solve problems involving combining groups	**Distributing equally** Distribute objects by sharing into two equal groups Distribute objects by sharing into more than two equal groups Solve problems involving sharing into equal groups Distribute objects by grouping equally **Securing and Using Number Facts** Number stories for combining groups Number stories for counting on Number stories for hidden numbers Number stories for taking away Number stories for how many fewer than Number stories for hidden numbers

	no objects are added or removed. The count for a set of objects gives the quantity regardless of the size or type of objects. Subitise 5			Find hidden numbers when calculating Partition		
Maths NCETM Maths Mastery	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.	
						
Maths Can do Developing Spatial Reasoning	Use positional language Understand 3-dimensional space such as through activities such as tunnelling, climbing, hiding, building dens, using building blocks. Be familiar with some 3d shapes: cone, sphere,	Learn and use language of: length, weight, capacity and volume through practical exploration Awareness of size, exploring when size changes such as what happens when you stretch an elastic.	Understand patterns and relationships including repeated patterns, shapes and colours Explore patterns: What is the same and what is different?	Understand patterns and relationships including times, events, making connections Explore patterns: What is the same and what is different? Compare Numbers	Revise space, shape and measures.	Revise space, shape and measures. Understand how to share amounts equally.

	pyramid, cube. Match some shapes by recognising similarities and orientation. Find 3d shapes in the environment etc. Understand positions through exploring activities, such as finding something "above" "below" etc.	Understanding of length, exploring how long things are, using the language of longer than and shorter than. Understanding of weight, exploring how heavy things are, using the language of heavier than and lighter than. Understanding of capacity, exploring how much a container holds, recognising how full or empty a container is.	Understand the concept of pattern, including repeated patterns. Create a repeating pattern.	Understand sequences within the day and of events. Creating some sequences Know some 2d shapes: triangle, square, circle, oval. Combine 2d shapes to make other shapes e.g. in pictures and puzzles. Decompose 2d shapes into other shapes		
UW People, Culture and Communities Church visit once a month Daily Collective Worship	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to	Begin to understand that some places are special to members of their community Talk about special places they go with their family… places of worship visited by children Begin to recognise that people have different beliefs and celebrate special times Develop a knowledge and awareness of other festivals … Bonfire Night, Christmas	Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Talk about members of their immediate family and community Name and describe people who are familiar to them Understand that some places are special to members of their community	Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Talk about members of their immediate family and community Name and describe people who are familiar to them Understand that some places are special to members of their community	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	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

	tell the difference between real and fiction. Talk about members of their immediate family and community. Stranger danger/ Road Safety-Talking about occupations and how to identify strangers that can help them when they are in need. Name and describe people who are familiar to them People in their local / school community… site manager, office manager, lollypop person, shop keeper Develop a knowledge and awareness of other festivals … Harvest, Diwali	To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Introduce children to different occupations and how they do their jobs. Talk about members of their immediate family and community Describe family members … grandparent, older, younger	Recognise that people have different beliefs and celebrate special times in different ways Chinese New Year Recognise some similarities and differences between life in this country and other countries Shrove Tuesday	Recognise that people have different beliefs and celebrate special times in different ways Easter Recognise some similarities and differences between life in this country and other countries Mother's Day	on knowledge from stories, non-fiction texts	on knowledge from stories, non-fiction texts Father's Day
RE Discovery RE	**Christianity: Special people** What makes people special?	**Christianity: Incarnation** Why do Christians perform nativity plays at Christmas?	**Christianity: Creation** Why is the word 'God' so important to Christians?	**Christianity: Salvation** Why do Christians put a cross in an Easter garden?	**Judaism: Special places** What makes places special?	**Judaism: Celebrations** How do people celebrate? How do people celebrate the new year?
UW Past and Present	Talk about members of their immediate family and community. Begin to make sense of their own life-story and family's history in terms of	Children to comment on familiar situations linked to celebrations in the past –Bonfire Night / Christmas / Diwali. Can children talk about what they have done with	Comment on images of familiar situations in the past. Think about a time it snowed/ was frosty –what did you do? What is the same / different about the	Know some similarities and differences between things in the past and now, drawing on how they have grown and changed, what can they do now that they couldn't in the past.	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	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

	their family dynamics linked to All About Me. Begin to comment on images of familiar situations in the past, when mum was little… Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Black History Week–read '*My 2 grannies*' by Floella Benjamin –link to our work on families, naming and describing people who are familiar to them, then build on the author for a black history focus..	their families during past celebrations? Show photos of how Christmas used to be celebrated in the past. Begin to identify similarities and differences. Family history –Christmas focus -what was life like for children's parents / grandparents when they were 4/5 years old –what is the same / different – toys / celebrations / traditions Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own past experiences with people who are familiar to them.	experience now? How? Why? Parents to support. Listening to stories and placing events in chronological order–linked to text focus for Literacy. Celebrate British History Week by looking at the royal family, creating a Prince George timeline and identify how he has changed over time.	Listening to stories and placing events in chronological order Changes in living things and place in order events to show change over time. Additionally link to seasonal change over the year 'now and then'	experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Listening to stories and placing events in chronological order–linked to text focus for Literacy.	experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
UW The Natural World	Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Follow / create simple maps.	Use the Jolly Postman / Jolly Christmas Postman to draw information from a map and begin to understand why maps are so important to postmen. Create their own story maps to show the journey of the postman.	Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Know about seasonal change -Winter –stories, signs.. Collect natural objects to sort. Make	Change in living things – Changes in the leaves, weather and seasons. Life cycles –chicks / butterflies / frogs –link to habitats	Use bee-bots on simple maps. Encourage the children to use navigational language. Environments –Features of local environment Maps of local area Comparing places on Google Earth –	Use Handa's Surprise to explore a hot country – Africa . Identify on Google Earth / look at Aerial photos - Discuss the contrasting climate, the weather / landscape –animal focus – plot on world map display.

	Look at Aerial Photos. Know about seasonal change Autumn –signs, stories. Collect natural objects to sort. Make observations verbally, taking photos etc. Talk about what they do with their family and places they have been with their family. Can they draw similarities and make comparisons between other families? Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.	Road safety – go on a walk around the school, crossing roads following a map Take photos to create own maps. Nocturnal animals. Making sense of different environments and habitats. Look at them in the school grounds. After close observation, draw pictures of the natural world, including animals and plants linked to seasonal change– Autumn.	observations verbally, taking photos etc. Bring the outside in if we get any snow or frost –go out and explore and also bring in watch it melt and explore/describe it. Freezing / melting experiments. Know about the North and South Pole as a contrasting climate –what is the landscape like there –what lives there –animal focus? How? Discuss weather. Google Earth –how can we identify cold places –what colour might they be – why? Link to climate / weather. Aerial Photos. Encourage discussion, describing and commenting on things they have seen whilst outside, including plants and animals.	Know about seasonal change -Spring–stories, signs. Collect natural objects to sort. Make observations verbally, taking photos etc. Provide opportunities for children to note and record the weather. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Look for children incorporating their understanding of the seasons and weather in their play. Plant plants and look at habitats in the natural world, baby animals and how they live and grow in nature.	how are they similar/different? •Can children differentiate between land and water? Materials: Floating / Sinking –boat building Metallic / non-metallic objects Experiment. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Look at the environment of under the sea. Children share their experiences. Different waters i.e. cold seas, pacific ocean -what lives there –animal focus? Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals –focus on sea pollution.	Look at the similarities/ differences in this country and Africa. Encourage the children to make simple comparisons. Can children make comments on the weather, culture, clothing and housing? •Trip to Cotswold Wildlife Park -discuss what we will see on our journey –map work and features.

					Create opportunities to discuss how we care for the natural world around us.	
Expressive Art and Design Being Imaginative and Expressive	**Charanga – Me!** Learn to sing nursery rhymes and action songs: Pat-a-cake 1, 2, 3, 4, 5, Once… This Old Man Five Little Ducks Name Song Things For Fingers Musical learning focus: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	**Charanga – My Stories** Learn to sing nursery rhymes and action songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song Musical learning focus: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	**Charanga – Everyone!** Learn to sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys… Twinkle Twinkle If You're Happy… Head, Shoulders… Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	**Charanga – Our World!** Learn to sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	**Charanga – Big Bear Funk!** Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1. Musical learning focus: Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place	**Charanga – Reflect, rewind, Replay** Consolidates the learning that has occurred during the year. Revisit chosen nursery rhymes and songs, a context for the History of Music and the very beginnings of the Language of Music. Musical learning focus: Listen and Appraise Embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place

Expressive Art and Design Creating With Materials	Beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Self-portraits, junk modelling. Paint family portraits – display in home role-play area. Provide opportunities to work together to develop and realise creative ideas. Home Corner Role-Play	Celebration artwork - firework pictures / large scale firework art, Christmas decorations, Christmas cards, Diva lamps Colour Mixing – large scale The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Shadow Puppets Home Corner	Children will be encouraged to select the tools and techniques they need to assemble materials that they are using. Making lanterns, Chinese writing, puppet making Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Home Corner	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Symmetrical butterflies. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner	Junk modelling, houses, bridges boats and transport. Retelling familiar stories Creating different animal pictures looking at print and pattern to create pictures Provide children with a range of materials to construct with. Home Corner	Exploration of other countries – dressing up in different costumes. Home Corner

Early Learning Goals						
Communication and Language	**Personal, Social, Emotional**	**Physical Development**	**Literacy**	**Maths**	**Understanding the World**	**Expressive Art and Design**
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, nonfiction, rhymes and poems when appropriate.	**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	**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.	**ELG: Comprehension** 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. **ELG: Word Reading** 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. **ELG: Writing**	**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.	**ELG: Past and Present** 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. **ELG: People, Culture and Communities** 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	**ELG: 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. **ELG: Being Imaginative and Expressive** 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.

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.	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.		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.		differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **ELG: 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 and changing	
Assessment Opportunities	RBA Baseline data on entry Baseline analysis	On-going assessments Pupil progress meetings Parents evening End of Term Assessments	Parents evening	Pupil progress meetings End of Term Assessments	Begin to make judgements for ELG	Pupil progress meetings Finalise EOY ELG data