

Early Years Foundation Stage (EYFS) Curriculum Overview

Early childhood is the foundation on which children build the rest of their lives. At Leckhampton C of E Primary School we recognise and value the important role that the Early Years Foundation Stage plays in preparing children for their future learning and development.

All children are unique. Practitioners invest in building trusting relationships with children and families, within an enabling environment which provides children with the security to develop into resilient, capable, confident and compassionate learners.

Learning opportunities reflect children as individuals who develop and learn at different rates and in different ways. No limits are placed on children's learning and our inclusive approach enables every child to thrive as they access our bespoke and progressive curriculum. Our curriculum is thematic and ambitious in content. All learning and interactions take place within the context of the School's Vision, Values and Aims which permeate every aspect of school life.

Learning through play and practical hands on experiences underpins our approach to teaching and learning in the Early Years. Through exploratory play, children are able to practise and learn new skills and revisit prior learning and experiences at their own level and pace. The classroom and outdoor area are flexible learning spaces which adapt regularly to meet the changing needs and interests of pupils. Skilful practitioners support and guide the children on their learning journey in the Early Years.

The Early Years Foundation Stage Curriculum overview should be read in conjunction with the EYFS Policy.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me, You, Us	Day and Night	We Are Explorers	Building Homes	Growing & Changing	Oceans
Speaking and listening opportunities are central to all aspects of the FS curriculum. Children are expected to actively listen to others as well as confidently share their own ideas and opinions thoughtfully. Children are encouraged to respond in full sentences, making increasing use of the new vocabulary they have been introduced to. Where children have been identified as requiring additional support, early small group intervention is provided for children to catch up with their peers.						
Communication & Language Listening	To understand the class listening rules. To listen in a group, maintaining concentration. To clap syllables in 1 and 2 syllable words. To respond to simple instructions using a two-part sequence.	To know and act on the class listening rules. To be able to clap syllables in 3 (4) syllable words.	To begin to identify when they have not understood by telling someone. To listen attentively with sustained concentration without pictures or props. To listen attentively in a range of situations.	To follow instructions involving several ideas or actions.	To ask for clarification if necessary.	To listen to instructions and follow them accurately, in a variety of situations. To carry out multi step instructions which contain several parts in a sequence.
Communication & Language Speaking	To speak in a group, maintaining concentration. To use language to begin to imagine and recreate roles and experiences. To join in with repeated refrains and anticipate key events in rhymes and stories. To begin to use language of time ie first, next, last To re-tell stories as a class group building key story-telling language such as once upon a time. To begin to use their knowledge and Understanding of the World to tell stories. To speak clearly to communicate their own needs e.g Can I go to the toilet please?	To begin to use simple language of learning: I know, can, think. To re-tell events in order. To listen and speak in a whole class setting. To begin to use a full sentence to answer a question. To dictate a short sentence for teacher to model write. To talk about past, present and future events. To extend vocabulary by grouping, naming and exploring the meaning and sounds of new vocabulary. To use positional language. To understand the concept of beginning, middle and end to sequence story.	To use language to imagine and recreate roles and experiences. To answer how and why questions. To respond to what they hear with relevant comments, questions or actions. To use simple connectives: and, who, until, but, because To begin to innovate one aspect of story-telling. To develop a broad and accurate vocabulary to communicate their thoughts e.g I am painting a zebra with black and white stripes. I like them because they run fast.	To begin to use more complex language of learning ie I remembered, tried, found out, solved the problem. To speak in full sentences. To use past, present and future tenses accurately when talking about events. To express themselves effectively, showing awareness listeners needs. To begin to use-ly sentence starters: Luckily, unfortunately, sadly	To use newly-acquired language and vocabulary to imagine and recreate roles and experiences. To use full sentences to answer a question. To express views about events or characters in the story. To use adjectives to improve sentences. To confidently create own story using story telling language, based on structure of key text. To express their ideas in increasingly accurate and precise ways to engage with others e.g Tom said it was a tower .but I said it was a fort because it had spaces at the top for the bows and arrows.	To confidently and appropriately use the language of learning: I remembered, tried, found out, know, can, thought, solved the problem. To use a range of vocab in imaginative ways to add information, express ideas or to explain or justify actions and events. To use own ideas to create and tell story to peers, using story telling components.
PSE is central to all interactions and learning opportunities in the EYFS. Through building a growing awareness of the needs and feelings of others, children are supported to build positive relationships with all members of the school family, particularly those who are required to form new relationships on entry into school. Children develop the confidence and independence to access all learning opportunities. They are able to talk about their achievements and success and are able to persevere when facing challenges. Children begin to develop the skills necessary to keep themselves healthy, safe and happy.						
Personal, Social and Emotional	To know and understand the school rules.	To begin to independently follow classroom routines.	To talk about own feelings.	To recognise that others' have feelings which are different to own.	To begin to recognise feelings in others.	To confidently try new activities and choose

<p>Self-Regulation Managing Self Building Relationships</p>	<p>To know how and when to gain the teacher's attention. To become familiar with the routines of the class and school. To develop understanding of self as part of a class. To be responsible for own belongings. To know what a friend is. To begin to make new friendships by displaying friendly behaviour. To begin to understand the value of responsibility. To use please and thank you appropriately.</p>	<p>To wait for attention to be given from an adult, rather than interrupt. To take turns in a game situation. To work collaboratively with a partner/small group. To develop an awareness of needs of others, knowing that they may be different from own. To describe how to act towards a friend. To know to tell an adult if someone is being unkind. To understand the importance of sleep as part of a healthy lifestyle. To know how to keep safe on the way to school. To independently and reliably maintain personal hygiene such as handwashing. To begin to understand the value of respect. To reliably use good manners such as please and thank you.</p>	<p>To work collaboratively in an unstructured context as part of a larger group. To independently follow classroom routines, taking responsibility for accessing all aspects of continuous provision. To show sensitivity to others' needs and feelings. To show high levels of involvement in directed activities. To begin to understand the value of compassion.</p>	<p>To talk about own behaviour and its effects on others. To take into account the ideas of others about how to organise activities. To identify how to keep healthy and identify what they do themselves to keep healthy. To begin to understand the value of perseverance.</p>	<p>To develop strategies for resolving conflict such as listening to others' points of view. To know how to care for living things. To begin to recognise the school values in own actions.</p>	<p>resources needed for their chosen activities. To know how to keep themselves safe and share worries. To begin to recognise the school values in the actions of others. To begin to understand the concept of transition to Year 1.</p>
<p>Children enjoy a variety of physical activities daily. These become more challenging, as the needs and abilities of individuals and groups develop. Physical skills are developed through PE lessons indoors and out. Opportunities for children to practise their skills are incorporated into the setting's continuous provision with additional weekly opportunities to access the woodland area. Where children have been identified as requiring additional support, early interventions ensure that children develop the skills in order to catch up with their peers. Children enjoy physical activity and begin to understand the importance of this as part of leading a healthy lifestyle.</p>						
<p>Physical Development Gross Motor Skills P.E Links</p>	<p>To move in a variety of controlled ways ie marching, running, jumping, hopping, skipping. To demonstrate good awareness of others by changing speed and direction safely. To join in and play playground circle games. Use big toys in a safe and controlled way, demonstrating good awareness of others.</p>	<p>To show basic control over sending away and receiving a variety of small apparatus. To develop the skills of: Balancing Bouncing Kicking Rolling Throwing To begin to play playground circle games at play/lunchtimes in own play.</p>	<p>To begin to develop a movement sequence which can be repeated. To begin to evaluate own and others performance. To travel in a variety of ways using large apparatus to demonstrate strength, balance and co-ordination. To identify how their body feels before, during and after activity.</p>	<p>To develop a movement sequence which can be repeated, demonstrating good body control. To develop good control and co-ordination using small apparatus to throw and catch effectively. To develop balance through Balance-ability. To understand the importance of exercise as part of a healthy lifestyle.</p>	<p>To show good control in running, throwing and catching. To use equipment to challenge self to take controlled risks and develop balance, co-ordination and strength.</p>	<p>Embed all skills through independent choices. Know how to challenge self to improve own performance.</p>
<p>Story reading and story-telling take place daily for the whole class. Key texts for entitlement are accessible to the children in the reading corner for browsing. Key texts form a basis for discussion and are often the vehicle through which learning is developed both through direct teaching and as part of structured independent activities accessed throughout the continuous provision.</p>						

Children develop a love of books and enjoy a wide range of reading activities to further enhance their reading skills, knowledge and understanding of the world. Children will be able to recall some important narratives, characters and figures from the past encountered in books read in class.

<p>Key Texts</p>	<p>It's Okay to be Different On Friday Something Funny Happened- J Prater Oi Frog etc Goodnight Gorilla-P Rathmann</p>	<p>We Are All Different A Family Is Like A Cake My Grandpa – M Altes Little Beaver and The Echo Night Time Around the World- Brita T Anna Hibiscus` Song-Atinuke (girl of dual heritage creates a song-urban environment by day and night) Night Monkey, Day Monkey I Am Not Sleepy and I Will Not Go To Bed (PSHE) Here Come The Aliens Aliens Love Underpants-C Freedman Owl Babies structure for literacy Fox In The Night – Science story book about day and night Goodnight Owl (music) Katie and the Starry Night-J Mayhew (intro to 5 Van Gogh paintings) Slinky Malinki –L Dodd silhouettes Lighting The Lamp- Diwali The Smeds and the Smoos (anti-bullying)</p>	<p>What is a Community? Journey-A Becker The Lion Inside-R Bright The Lion and the Mouse – J Pinkney What Do You Do With A Tail Like This?-S Jenkins Slow Loris-A Deacon Polar Bear, Polar Bear, What Do You Hear?- B Martin (music) Zen Shorts-J Muth I Want My Hat Back-J Klassen The Runaway Wok Ying, Chang Compestine AstroGirl –Ken Wilson Black (black family, strong self-belief, info about 5 women astronauts from a variety of cultural backgrounds) Look Up-Nathan Byron (black girl wanting to be an astronaut like African-American astronaut Mae Jemison) Katie and The Starry Night- James Mayhew intro to 5 Van Gogh paintings. Giraffe`s Can`t Dance Moles Can Dance</p>	<p>The Squirrels who Squabbled-R Bright The Wonder-F Hanson (art) I Will Not Ever, Never eat a Tomato Mr Wolf`s Pancakes Extra Yarn-M Barnett</p>	<p>Fine As We Are Once There Were Giants The Tiny Seed-lifecycle The Very Hungry Caterpillar Jasper`s Beanstalk Caterpillar, Caterpillar The Lorax-Dr Seuss The Giving Tree-S Silverstein What the Ladybird Heard-J Donaldson The Something-R Cobb</p>	<p>Being A Good Citizen I`m Special, I`m Me Flotsam-D Wiesner Commotion In The Ocean Rainbow Fish How Many Legs? (Maths)</p>
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Children read twice weekly with Teacher/Teaching Partner (TP) from phonetically matched books. Phonetically matched books are sent home weekly. Children not attaining the phonic phase have additional 1-1 reading and catch up with a TP following teachers' assessment. Daily Little Wandle teaching develops the technical aspects of reading. Phonics is taught daily for 20 minutes. Children falling behind are given additional daily catch up through targeted interventions. Children use their knowledge of phonics to read and write with enjoyment and confidence. They use known patterns for spelling and common exception words and spell these correctly. Books are at the heart of the setting and all children are encouraged to take part in supported browsing. A reading for pleasure book is sent home weekly for children to enjoy sharing at home. Children will read independently and develop a love of books, through which they develop a deeper knowledge and understanding of the world.

<p>Literacy Reading Phonics (Little Wandle)</p>	<p><u>Phase 2</u> To learn the sounds: s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,l To begin to blend and segment words orally. To begin to read and spell cvc words orally. To learn the tricky words l, is & the.</p>	<p><u>Phases 2</u> To learn the sounds: ff,ss,ll,j,v,w,x,y,z,zz,qu,sh,th,ch,ng and nk. To read words with 's' at the end. To identify and use digraphs. To know how to segment and blend to read cvc words. To begin to spell cvc words. To learn the tricky words: put,pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.</p>	<p><u>Phase 3</u> To learn the sounds ai,ee,igh,oa,oo,oo,ar,or,ur,w,oi,ear,air and er. To read words with double letters dd,mm, tt, bb,rr,gg,pp. To learn the tricky words: was, you they, my, by, all, are, sure and pure. To spell words with phase 3 sounds in.</p>	<p><u>Phase 3</u> To review phase 3 sounds. To read words with 2 or more digraphs. To review words with double letters. To read words ending in ing. To read compound words. To read words with s and z in the middle (and the end). To read words with es and z at the end. To review all tricky words learnt so far. To secure spelling. To write short sentences.</p>	<p><u>Phase 4</u> To read cvcc and ccvc words. To read ccvcc, cccvc, cccvcc words. To read compound words. To read root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est. To learn the tricky words: said, so, have, like, some, come love, do, were, here, little, says, there, when, what, one, out, today.</p>	<p><u>Phase 4</u> To review all taught tricky words. To review phase 3 long vowel sounds and phase 2 digraphs. To read ccvc, cccvc, ccv and ccvcc words. To read phase 4 words ending in s,z,es. To read root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d. To read root words ending in: –er, –est.</p>
<p>Individual Reading- Word Recognition- decoding for reading</p>	<p>To know and say the sounds associated with the appropriate stage of the Little wandle programme. To segment out loud and blend the sounds in common vc and cvc words. Big Cat Reading - Lilac stage (until teacher assessments have been made). Wordless books used to establish book behaviours, book talk and to grow vocabulary.</p>	<p>Big Cat Reading – books linked to phonic stage via assessments. To know that tricky words do not follow phonic rules. To read phonetically regular cvc words and phrases with some 'out loud' decoding. To begin to read simple captions/ sentences. To begin to re-read simple captions/ sentences.</p>	<p>Big Cat Reading – books linked to phonic stage via assessments. To read simple sentences with minimal sounding out. To independently re-read sentences for accuracy and fluency.</p>	<p>Big Cat Reading – books linked to phonic stage via assessments. To read phonetically regular two syllable words. To apply phonics to phonetically regular words, phrases and sentences with increased speed and fluency.</p>	<p>Big Cat Reading – books linked to phonic stage via assessments. To read polysyllabic words. To apply phonics knowledge to phonetically regular words, phrases and sentences with increased speed and fluency.</p>	<p>Big Cat Reading – books linked to phonic stage via assessments. To read a variety of texts matched to phonic skills and knowledge with good understanding and enjoyment.</p>
<p>Individual Reading- Understanding and interpreting texts</p>	<p>To begin to tell the 'story' of events from a picture book. To know that print carries meaning. To understand the orientation of books and their purpose. To know that print is read from left to right, top to bottom. To understand that signs and symbols convey meaning.</p>	<p>To talk about what they have read as they read through the book. To say and begin to apply new words found in reading in talk and writing. To orally sequence main events. To read simple labels in the classroom.</p>	<p>To begin to offer own thoughts and opinions about events in relation to the text. To recognise story openings and characters. To read simple instructions in the classroom.</p>	<p>To demonstrate good understanding through talking about what they have read. To read with phrasing and ongoing understanding of meaning. To retell stories in the correct sequence. To ask relevant questions in response to reading text.</p>	<p>To begin to use intonation in reading. To begin to offer own opinion in relation to events and characters from story. To reflect with interest on what they have read. To use language patterns in retellings. To demonstrate good understanding through talking about what they have heard.</p>	<p>To read purposefully, with good understanding and for pleasure. To enjoy reading a range of poems, stories and non-fiction texts. To locate information from a non-fiction book independently. To use language from reading in role play and other relevant experiences.</p>

Story/book time	<p>To enjoy listening to a variety of story/rhyme books. To know that stories are about people and places. To derive meaning from picture books. To understand the terms: title; front cover; author; illustrator. To know the terms front cover, back cover, page, page numbers and spine. To begin to understand that some words have different meanings e.g tap, tip. To know that there are different types of book such as story and information books. To begin to identify rhyming words in stories.</p>	<p>To know that stories have a beginning, middle and end. To begin to say what might happen next after a problem in a story. To develop children's vocabulary associated with verbs. To understand that people in stories have similarities and differences (characters). To know that places (settings) influence the story. To recognise words that begin with the same sound ie alliteration. To begin to develop vocabulary and knowledge and understanding of the world through the images in books</p>	<p>To develop children's vocabulary associated with adjectives and nouns. To begin to draw conclusions from the text and images e.g the sky is dark. To develop understanding of scenarios e.g weather, danger, play, places to visit, people and build more complex associated vocabulary e.g blizzard, snowdrift etc To make relevant comments and ask questions about texts heard.</p>	<p>To understand that non-fiction texts contain information about real things. To know and understand basic features of non-fiction texts ie contents, page number. To identify question marks in a text. To recall information or facts learnt from listening to story or information book.</p>	<p>To demonstrate good understanding through talking about what they have heard. To know how to locate information from a non-fiction book. To identify exclamation marks in a text. To use developing vocabulary and begin to apply knowledge and understanding of the world gained through book time to other aspects of their learning.</p>	<p>To actively engage in booktime sessions, demonstrating good attention and understanding through appropriate responses to questioning. To apply the skills learnt in booktime sessions to own reading and other relevant curricular areas.</p>
<p>Writing is introduced and modelled as a whole class and taught daily. All children have a focused composition writing activity at least once a week. Print letter formation is taught. Teachers use a guided writing model and then children write by themselves. (I do, we do, you do). Children will be able to express their ideas in a sensible, sequenced set of simply punctuated sentences. Children will form their letters accurately and use known patterns for spelling. Common exception words will be spelt correctly. Catch up writing sessions take place for children falling behind. Additional letter formation session for children, in particular boys, who struggle to record. Children write during exploratory learning activities both indoors and outdoors. Children enjoy writing and write in some simple and familiar forms.</p>						
Writing form	<p>Name writing Representational drawings Recording events from home (by dictating to an adult if needed) Tracing activities Handwriting patterns (simple and more complex)</p>	<p>Name writing Copy writing words Labelling story maps Lists Greetings cards Formation of print letters - i,l,t,u,w,e,c,o,a,d,n,m,h,j,y,g,q</p>	<p>Caption writing Sentence writing Classroom instructions to peers. Descriptive writing. Recounts. Labelling pictures/diagrams Formation of print letters - b,p,k,v,s,r,f,z,x Letter families - long ladder letters, curly caterpillar letters, one-armed robot letters, zig-zag letters.</p>	<p>Writing a factual sentence from non-fiction text. Recounts Story writing Formation - trace and copy words.</p>	<p>Story writing Recounts Labelling maps and diagrams Sentences Capital letters</p>	
Composition	<p>To know that marks in drawing, writing and painting can give meaning. To apportion meaning to own mark making. To know writing starts from left to right. To tell an idea to an adult to give meaning. (adult to record)</p>	<p>To write first name independently and correctly. To use phonic knowledge to begin to segment and write cvc words with support. To set out and correctly sequence pictures in a story map to convey meaning and to label pictures.</p>	<p>To identify the number of words chosen for own caption/sentence and write each one. To use phonic knowledge to segment and write cvc/ cvcc words independently. To begin to leave finger spaces between words.</p>	<p>To sequence and label a story map of own ideas independently. To sequence ideas to create sentences which link together. (narrative/recount) To use space writing independently.</p>	<p>To write a sequenced short story with a character, setting, problem to solve and ending. To write factual sentences to create class non-fiction book. To write phonetically regular polysyllabic words correctly. To apply new vocabulary and knowledge of adjectives to</p>	<p>To write a response to a question using a sentence format. To begin to show an awareness of the need to use a capital letter for names of people, places.</p>

	To trace and copy write first name with a capital letter at the start. To represent some sounds clearly as graphemes.	To set out a list by writing words one underneath the other. To set out and write a greetings card.	To sequence narrative of ideas to convey meaning in a sentence, with support. To independently begin to use the conventions of writing e.g list, card, class sign.	To begin to use capital letters and full stops in sentences, with support. To write factual sentences from a range of stimuli. To use a capital letter 'I' for personal pronoun. To use variety of previously taught writing formats e.g list, card, signs independently.	improve content of own writing.	
Writing/ Physical Development Fine motor skills	To make marks using a range of materials, building on knowledge and skills introduced. To trace and copy print letter patterns. To know how to sit correctly at a table with feet flat on the floor, body facing the table when writing. To begin to adopt a tripod grip when holding pencil.	To understand that all letters should be written on the line. To know that there is a correct way to form every letter. To begin to use clearly identifiable letters, representing some sounds correctly and in sequence. To write own name using print script.	To use a tripod grip more consistently. To write the letters taught correctly. To begin to write on lines, controlling letter size. To begin to leave finger spaces between words.	To write on lines more reliably.	To use a tripod grip consistently and effectively. To correctly form capital letters.	To correctly position all letters on the line.
Key Literacy Vocabulary	Lower case letter, upper case letter, capital letter, grapheme, phoneme, word, letter, sound, rhyme, first, middle, final, next, last, segment, blend, syllable, beat, rhyme, rhyming pair, mark, writing, reading, first name, surname, tripod grip. Story-telling language: Once upon a time, next, suddenly, they all lived happily ever after, so, until, but, finally, unfortunately, luckily.	Sentence, full stop, digraph, question, left, right, right order, finger space, finger spacer, quick-write, describe, label, character, tricky word, story map, list, card, label. Positional language: over, under, above, below, in front, behind, opposite, next to, beside, outside, inside, position, know, can, think.	Syllable, fiction, non-fiction, contents page, page number, innovate, change, sequence, order, recount, instruction, describe	Remember, try, find out, solve the problem. Vowel, part-time vowel, consonant, tri-graph, expression, non-fiction.	Polysyllabic word, compound word, narrative, instruction, recipe,	Letter.
<p>Maths mastery is modelled as a whole class and taught daily. (I do, we do, you do) All children have a group maths activity at least twice a week. Children develop their maths knowledge through exploratory learning indoors and outdoors. Catch up maths sessions take place for children falling behind. Maths is linked with other areas of learning, such as Understanding of the World and Expressive Arts and Design. Children will enjoy developing the basic mathematical knowledge and understanding required to become confident mathematicians.</p>						
Maths (White Rose) Number Numerical Patterns	To know how to count reliably with numbers from 1 to 5 To recognise the numerals 1 to 5. To count up to three or four objects by saying one number name for each item. To count actions or objects which cannot be moved.	Numbers (Securing nos 1-5) To place numbers to 5 in order and say which number is one more or one less than a given number. To use quantities and objects to add and subtract two single-	To recognise numerals 1 to 10. To count out up to 10 objects from a larger group. To count actions or objects which cannot be moved.	To find the total number of items in two groups by counting all of them. To say the number that is one more than a given number. To find one more or one less from a group of up to 10 objects.	To recognise numerals 1 to 20. To count out up to 20 objects from a larger group. To select the correct numeral to represent 1 to 20 objects. To count objects to 20. To count an irregular arrangement of up to 20.	To count beyond 20. To recognise, create and describe more complex patterns. To use language associated with length, height and distance.

	<p>To select the correct numeral to represent 1 to 5 objects.</p> <p>To count an irregular arrangement of up to 5 objects.</p> <p>To order important times in the children`s day and use the language of time to describe when events happen.</p>	<p>digit numbers and count on or back to find the answer.</p> <p>To use the language of `more` and `fewer` to compare two sets of objects.</p> <p>To find the total number of items in two groups by counting all of them.</p> <p>To say the number that is one more than a given number.</p> <p>To recognise and understand the value of 0.</p> <p>To find one more or one less from a group of up to five objects.</p> <p>Uses the language of `more` and `fewer` to compare two sets of objects.</p> <p>To begin to use the vocabulary involved in adding and subtracting in practical activities.</p>	<p>To select the correct numeral to represent 1 to 10 objects.</p> <p>To count objects to 10.</p> <p>To count an irregular arrangement of up to 10 objects.</p> <p>To use mathematical names for flat 2D shapes and mathematical terms to describe shapes.</p> <p>To select a particular named shape.</p> <p>To explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>To describe their relative position such as `behind` or `next to`.</p>	<p>To begin to use the vocabulary involved in adding and subtracting in practical activities.</p> <p>Shape</p> <p>To begin to use mathematical names for `solid` 3D shapes and mathematical terms to describe shapes.</p> <p>To recognise the teen numbers.</p>	<p>To find the total number of items in two groups by counting all of them.</p> <p>To say the number that is one more than a given number.</p> <p>To find one more or one less from a group of up to 20 objects.</p> <p>To begin to use the vocabulary involved in adding and subtracting in practical activities.</p> <p>To begin to use the vocabulary involved in doubling, halving and sharing.</p> <p>To explore and represent even and odd quantities.</p> <p>To recognise, create and describe simple patterns.</p>	<p>To compare items by weight using appropriate language.</p> <p>To use balance scales to make indirect comparisons between items.</p> <p>To compare items by capacity by using appropriate mathematical language.</p> <p>To estimate how many objects they can see and checks by counting them.</p>
<p>Key Maths Vocabulary/</p> <p>How many? How many ways? What if? What do you notice? What has changed? How do you know? Prove it.</p>	<p>One, two, three, four, five, sort, group, count.</p> <p>Time language: now, later, before, soon, after and next. Yesterday, today and tomorrow.</p>	<p>More, less, fewer, equal, same as, most, fewest, zero, part, whole, total, altogether, number sentence, add, plus, subtract, minus, takeaway.</p>	<p>Number bonds, six, seven, eight, nine, ten, ten frame, part-whole model, total, add, take away, subtract, compare.</p> <p>Shape, 2D, square, circle, triangle, rectangle, pentagon, hexagon, side, corner, straight, curved, same, different.</p> <p>Positional language: over, under, above, below, in front, back, behind, opposite, next to, beside, outside, inside, top, bottom, side</p>	<p>3D, sphere, cone, cylinder, cube, cuboid, face, edge, corner</p>	<p>Pattern, repeating pattern, order, first, next, last, explore, count on, count back,</p>	<p>Double, halve, share, odd, even, measure, length, width, height, distance, weigh, holds, container, full, half full, empty, long, short, tall, tallest, longer, longest, shorter, shortest,</p>
<p>Understanding of the World. Children are taught key knowledge, skills and vocabulary and are supported to develop through engaging in practical activities to deepen the children`s understanding, both indoors and outside. Activities are teacher led and developed through access to high quality structured activities accessible through the setting`s continuous provision. Children will be curious and excited by scientific concepts; able to explain, predict and draw simple conclusions.</p>						

<p>Understanding of the World The Natural World Children Science link</p>	<p>To name and identify on themselves the head, eyes, ears, nose, mouth, tongue, neck, chest, back, 'tummy', arm, leg, hand, fingers, shoulder, elbow, foot, ankle, knee, toes To be able to name the brain, heart and lungs. To know that the brain is for thinking/ managing all of the other organs/ body; the heart pumps blood and the lungs breathe in air. To know that organs perform important jobs and that without them working efficiently, we can become ill. To know that humans are alive, they move (e.g. respond to danger) and grow. To know that plants and animals are living things. To know that living things die. To know and explain why washing hands regularly is important. To know and explain why washing/ brushing teeth is important. To know the names of common farm animals e.g. cow, sheep, pig; and domestic animals e.g. dog, cat, rabbit and identify where they live. To identify similarities and differences in domestic animals e.g bigger/ smaller/ colour/ physical features e.g. fur/ hair/ patterns.</p>	<p>To know that the sun is a source of light and heat. To know that the sun can be seen in the day and the moon at night. To know there are other sources of light ie stars, lightning, torch, lamp post etc To know that when you block sources of light, you create a shadow. To know that the sun, moon and earth are spheres. To know the names of some nocturnal animals. To know that there are longer nights in winter and longer days in summer.</p>	<p>To understand that there are different environments in our world and how they vary ie: hot/cold, wet/dry, high/low, island/continent -rainforest -desert -polar -oceans and seas To compare animals and plants in different environments and talk about their similarities and differences.</p>	<p>To name which material common objects are made from. To identify some of the properties of different materials ie hard/soft, rough/smooth, opaque/transparent To sort different materials according to their properties. To understand that materials can be re – used ie washing up liquid container can be re-used as pencil pot To know some materials can be re-used at home and at school.</p>	<p>To know that all living things grow, change and die. To plant seeds and observe changes to plants. To identify the different parts of the plant: Root; stem; leaf; petal; flower (fruit/seed) To identify some of the plants growing in the school grounds. To understand what a plant needs to grow through growing plants e.g broad bean, sunflower, cress etc To describe the life cycle of a butterfly and a sunflower. To observe changes to caterpillars and frogspawn and say what is the same and different. To know that fruit and vegetables come from the fruit of plants and meat comes from animals. To describe how meat and vegetables come from farm to our plate. To know what humans need to grow and keep healthy. To make healthy food choices as part of a balanced diet and justify choices.</p>	<p>To know what an ocean is. To name and describe some plants and animals which live in water. To know that we eat plants and animals as food from the sea. To explore floating and sinking and classify objects which float and those that sink.</p>
<p>Woodland The Natural World Children Science link</p>	<p>To understand the outdoor learning rules and their importance in keeping safe. To know what the five senses are and understand how to use them in our learning.</p>	<p>To identify signs of Autumn. To use natural materials to create patterns and pictures. To understand that the fire-pit is a source of heat and light.</p>	<p>To identify signs of Winter. To use a map of the woodland to locate landmarks/ items. To create a sample board of natural materials and label.</p>	<p>To identify signs of Spring. To build a den. To identify materials with different textures and describe.</p>	<p>To identify mini-beasts and explore where they are located. To understand how to create a tally chart of totals and interpret information.</p>	<p>To identify signs of Summer. To compare the four seasons and say what is different. To match photographs to correct season.</p>
<p>Aspects of Understanding of the World are taught daily through discussing daily real world experiences and through sharing information through secondary sources such as books, globes and maps. Children will begin to develop a sense of place and understanding and respect for the environment in which they live and be able to identify key features of the locality and the wider world.</p>						

Understanding of the World Geography link	<p>To know the name of the town we live in and that it is in England. To know own address. To identify the physical features of the school environment ie classroom, playground, field.</p>	<p>To know that some places are near to us so we can travel by walking, cycling, scooting or driving and some are far away so we might travel by train, boat or plane. To understand the purpose of a globe and maps.</p>	<p>To locate countries on a globe with support. To locate and know the names of some countries where there are different environments. To compare communities and lifestyles across the different environments. To say what is the same and different about them. (Focus on similarities between communities) To know what a plan view is and understand it represents a 3D object/landmark. To know what a landmark is.</p>	<p>To identify local landmarks: war memorial; church; village hall To locate the landmarks on a simple aerial map, using landmarks to orientate themselves. To make a class map showing landmarks. To identify landmarks in the school grounds. To use positional language to begin to describe the position of some landmarks. To create a class map of the school grounds, identifying and labelling landmarks. To know what a key is and how it is used.</p>	<p>To locate England within a UK map using a globe. To locate neighbouring countries within UK on a 2D map.</p>	<p>To be able to name some of the 5 oceans. To locate some of the 5 oceans on a globe/map. To know that the world is made up of more ocean than land. To know that water is represented as blue and land green on a globe/map.</p>
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Children will be able to recall some important narratives, characters and figures from the past encountered in books read in class.
They will begin to develop their understanding of time in relation to themselves/ their families and begin to identify changes over time.

Understanding of the World Past and Present History Link	<p>To know the sequence of days of the week. To begin to use the language of time e.g today, yesterday, tomorrow. To begin to sequence the months of the year. To begin to understand the concept of older and younger, before/after through class birthdays. To use the visual timetable to say what happened before, what is happening now and what will happen next.</p>	<p>To use the language of time: before; now; next To know and talk about significant family events in own family. To make a family timeline of significant events. To understand how family members connect to one another. To explore roles in families actively promoting gender equality. To say why Mae Jemison, the first black woman to travel into space is important. To identify what they like about Vincent Van Gogh's painting – Starry Night.</p>	<p>To recall the narrative around Tim Peake's journey into space and say why his achievements are important.</p>	<p>To know that the school has changed. To identify which parts of the school are old and new. To describe the similarities and differences between the old and new parts of school. To understand how the school has changed from a primary source. To identify the differences/similarities between own and Grandparents/Great-Grandparents kitchens. (homes)</p>	<p>To use baby photos to make baby, toddler, now timelines to explain how they have changed.</p>	<p>To know why the Olympics are important and compare what is the same and different from the early Olympics. To know that the Mayflower was an old ship. (2020) only</p>
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Children are provided with relevant, rich, diverse experiences to develop an understanding and respect for different lifestyles and communities. This is explored through discussion from rich fiction and non-fiction texts, as well as materials and artefacts. As a Church of England School, the teaching is predominantly Christian, but all children will learn about other faiths, such as Islam which is facilitated through the use of Persona dolls and artefacts explored in e.g the role play area.
Children will develop a clear understanding of what makes them unique and be encouraged to develop a respect for the dignity and worth of everyone in the school family and wider communities.

<p>Understanding of the World People, Culture and Communities Children</p> <p>Links to R.E/Geography</p>	<p>To know that humans are the same inside (body and feelings) but different on the outside. To identify similarities and differences in ourselves and in the communities we belong to. To begin to understand that each person is different, unique and valuable. To know what a group/community is. To begin to understand the importance of working together as a group To know that Churches are special places for Christians. To know that there is a Christian community at St Peter`s Church. To know that Harvest is an important festival for Christians.</p>	<p>To develop understanding of self as part of school family. To talk about themselves and their family. To identify similarities and differences between their family and others. To know that communities celebrate different festivals in different ways e.g Diwali. To understand that each person is unique and valuable. To know that bible stories help us to learn about Jesus. To re-tell the Nativity story. To identify some of the ways Christians celebrate Christmas.</p>	<p>To know that people sound and look different from one another. To understand that people belong to different communities (around the world) To develop respect for own culture and the cultures of others e.g understanding Chinese New Year as a celebration. To know what makes them feel special. To recall what happens at a Christian baptism. To identify some of the signs and symbols used in a baptism. To know that other religions welcome babies in a different way.</p>	<p>To know that different artefacts are important to different religious communities e.g prayer mat To know that special places are important to different religious communities. To talk about the things that are special in a place of worship. To describe own special place. To know that Christians and Muslims believe God created our world. To understand that Easter is the most important festival for Christians.</p>	<p>To know that some people in some communities wear special clothes e.g hijab To know that the Bible is the holy book for Christians. To know that Muslims and Christians share some stories. To understand that we can learn through stories. To understand that the Bible helps Christians to learn about God. To know that the Quran is the holy book for Muslims. To know that Muhammad is important to Muslims.</p>	<p>To know that Christians believe God is the creator of the world. To re- tell the Creation story. To understand that God is important to Christians. To understand that Christians believe they must take care of the world.</p>
<p>Understanding of the World Key Vocabulary</p>	<p>School, field, playground, path, woodland area, conservation area, pond, grass, trees, tarmac, MUGA. Plant and animal/mini-beast names. Head, eyes, ears, nose, mouth, tongue, neck, chest, back, ‘tummy’, arm, leg, hand, fingers, shoulder, elbow, foot, ankle, knee, toes, front, back, organ, brain, heart, lungs, breathe, breath, live, alive, dead, move, movement, die, grow, Breathe, breath, live, alive, dead, move, movement, die, grow Hygiene, soap, washing, germs Farm, field, pet, cow, pig, sheep, dog, cat, rabbit Bigger/ smaller, pet, farm animal, (domestic), patterns, fur, hair, (name body parts) Safe, safety, rules, instructions. Sense, sight, eyes, hear, ears, taste, tongue, touch, feel, skin, smell, nose</p>	<p>Season, Autumn, Winter, Spring, Summer. Road, village, town, landmark, near, far. Shadow, block, light, light source, heat source, dark, orbit nocturnal, globe. Design, make, join. Descriptive language associated with bonfire/fireworks. Sun, star, light, heat, energy Sun, Moon, light, dark, day time, night time Light source, fire, torch, lamp Light, shadow, shade, shiny, reflection Shape, sphere, (round but not circle/not 2D), 3D Nocturnal, day, night, awake, hunt, Compare, length, long, day, night, hours, day-light, Winter, Summer, season, cold, months Autumn, leaves, season, colour, evidence Material, pattern, picture,</p>	<p>Omnivore, carnivore, herbivore. Plain, desert. Rainforest, desert, polar Texture Wet/ dry, hot/ cold, weather, compare, environment, habitat Ocean, sea, temperature Compare, same, different, colour, size, pattern, texture, camouflage Winter, season, cold, ice, colder, Woodland, map, landmark, location Label, name, natural, nature, material</p>	<p>Metal, plastic, glass, wood, brick, fabric. Soft, hard, smooth, bumpy, flexible/bendy, transparent Material, wood, glass, rock, brick, hard, soft, rough, smooth Group, sort, property, feel, touch, Reuse, recycle, material Environment, waste, pollution Spring, season, sign, evidence, clue, warmer, sun Den, structure, strong, material, texture</p>	<p>Symmetrical, identical, same, pattern, side Plant and tree names, Living, alive, dead, grow, reproduce, Seed, plant, grow, root, stem, leaf, flower (fruit) Grass, daisy, dandelion, oak, Plant, care, water, sunny, warm, wet, dry, soil, compost. Life cycle, changes, grow, Stage, compare, body, same, different Food, meat, animal, eat, Food, vegetable, fruit, plant Meat, fruit, vegetables, farm, harvest, food source, plant, rest/ sleep, water, balanced diet, good personal hygiene, exercise, health Balanced diet, healthy</p>	<p>Ocean, float, sink, heavier, lighter. Sea, ocean, pond, lake, stream, river, habitat Sea-weed, pond-weed, fish, shark, crab, Food source, meat, plant Observation, float, sink Sort, group, float, sink Design, reason, material, float, sink Season, Spring, Summer, Autumn, Winter, compare, temperature, day-light, day-time, night time, compare, clue, nature, observe Whittle</p>

		Fire, fire-pit, heat, light, source, energy Design, make, join. Descriptive language associated with bonfire/fireworks.				
<p>Teaching and learning in the Expressive Arts is primarily achieved through the explicit teaching of skills, knowledge and techniques in the context of an enabling environment where children apply their learning through individual exploration in a variety of ways.</p> <p>Children will create purposeful, relevant items e.g for use in role play/small world as part of ongoing provision. Children are introduced to images and art work which are used a source of inspiration to develop their own unique pieces of art and design.</p> <p>Children will be influenced by the arts to express themselves individually using a variety of tools, techniques and media. They will be able to review own work and begin to say what they might do differently next time.</p>						
Expressive Arts and Design Creating with Materials	Drawing -To explore a variety of drawing tools e.g. finger, stick, coloured pencils, pastels, chalks on a variety of types of paper. To develop marks, lines and curves.	Drawing- To use lines to represent objects seen, remembered or imagined. To begin to explore tone using black and white media, pastels and chalk. To identify own light and dark shades created. To know that lines can be thick, thin, wavy, straight lines etc. To create and name own line.	Drawing-To experiment with a variety of media, developing control and purpose in mark making. To make representational drawings of objects seen, remembered or imagined.	Drawing- To further explore tone using black and white media, with increasing purpose.		Drawing –To select appropriate drawing media and techniques to achieve a specific outcome.
	Painting- To explore mark making on a variety of papers. Painting- To use a variety of tools to spread paint ie straws, matchsticks as well as brushes. To closely observe self and select appropriately matching colours.	Painting- To explore mark making using thick, thin brushes. To select appropriate size paintbrush for task.	Painting To name the primary colours of red, yellow and blue. To know that by mixing colours, new colours will be created. To understand that different materials will create different printing effects.	Painting To mix own powder paints for use. To explore the effect on paint of adding water, glue, sand, sawdust. To create a colour wash as a painting effect.	Painting To develop an awareness of the natural environment through colour matching. To apply knowledge of colour mixing/washing techniques to create light/dark shades	Painting To use different methods, colour and a variety of tools to express mood e.g calm and rough ocean.
	Printing	Printing To explore printing with hands, fingers and found materials, using 1 or 2 colours Create own simple repeating patterns using loose parts. Photo to record.	Printing To explore random or organised pattern with a range of blocks. To apply knowledge of print effects to create large scale	Printing To extend repeating patterns, overlapping, using 2 contrasting colours.	Printing To explore and recreate patterns and textures with an extended range of materials e.g sponges, leaves, fruit	Printing To use printing to represent the natural environment.

			irregular patterns on a variety of materials, using rainforest animal patterns to inspire.		To explore images and recreate textures using wallpaper, string, polystyrene etc To create symmetrical butterfly prints.	
	3D, Collage and Textiles To explore by handling, feeling and manipulating rigid and malleable materials such as threads, cottons, wool, raffia, grass To know how to use glue and sticky tape to join two items together.	3D, Collage and Textiles To pull apart and reconstruct basic shapes. To use a stapler safely as a joining technique. To select and sort, cut, tear, pull apart cloths and threads. To understand that texture is how something feels and different textures can create different 3D effects. To apply knowledge of joining techniques to create a puppet for puppet show. To design and make a small sculpture which can be hung. To create Autumn 'loose part' pictures using frames.	3D, Collage and Textiles To develop awareness of form, feel, texture, pattern and weight. To create texture using rigid and plastic materials and a variety of tools. To weave with strong wool through a stiff card loom. To know how to loosen and tighten items with a thread ie jar lids, large screws etc. To use knowledge of screws and threading to loosen and tighten variety of items on tinker table.	3D, Collage and Textiles Uses stimuli to create simple 2D and 3D images using a variety of tools and materials. To use natural resources to create patterns and shapes. To explore effects of making rubbings from different natural resources. To use a hammer and nails to join materials together. To use a stab/running stitch to join a variety of fabrics together. To use threading as a joining technique.	3D, Collage and Textiles To show an awareness of texture, form and shape by recreating an image in a 3D form: To knead, roll, shape and cut clay to create mini-beast e.g caterpillar (use threading joining technique) To weave paper, progressing from one to two colours.	3D, Collage and Textiles To make imaginative use of their knowledge of tools, techniques and materials to express own ideas in creating 3D work. To create a clay tile, use tools to impress outline of ocean animal/plant. To explore weaving to create a new material/fabric ie grass/wool through twigs.
Children express themselves as an individual and develop their creativity through personal exploration of creating sounds and rhythms, both individually and as a group. Activities are often teacher led initially, with opportunities to enrich their learning provided through the continuous provision which alters in reflection of the developing skills of the children.						
Music Performing	To sing songs and join in with class rhymes, ring games etc To join in with simple clapping sequences. To be able to march in time to a clear, slow, steady beat.	To explore how un-tuned instruments can be played in a variety of ways. To begin to understand that sounds can be made by hitting, plucking, shaking. To create sounds such as night and day sounds using un-tuned instruments/ body percussion. To move rhythmically in response to a wide range of music. To perform Christmas carols as a class group to families.	To be able to march and clap in time to a clear, slow, steady beat. To keep a steady beat using tuned and un-tuned instruments. To create sounds using body percussion/tuned instruments to accompany a range of stimuli ie dance, rhyme, story. To respond to a wide variety of music from different countries. (linked to Explorers theme)	To identify fast/slow beats in songs and rhymes. To listen to a variety of different types of music and begin to say what they like about it. To move rhythmically in response to a wide range of music. To create own musical instrument and play. To identify how sound is made from own instrument.	To identify high/low sounds in songs and rhymes. To respond rhythmically to a wide range of music.	To create sounds as a group, using body percussion/tuned instruments to accompany a range of stimuli ie dance, rhyme, story. To listen to others to know when it's their turn to play. To respond to a wide variety of music and say what they like about it.
Key Vocabulary Expressive Arts	Draw, explore, variety, tools, pastel, chalk, mark, line, curve, join. Rhyme, steady, beat, march	Tone, black and white media, light, dark, shade, lighter, darker thick, thin, wavy, straight lines, thick, thin, repeating pattern,	Primary colours, print, 2D, 3D, weave, loom,	Thread, fabric, needle, stab/running stitch Fast, slow,	Colour wash, knead, roll, shape, cut High, low sounds	

		feel, texture, loose parts, position, place Hit, pluck, scrape, shake, body percussion, musical instruments				
IT is a tool used across the curriculum to support all areas of learning so children understand how technology affects our everyday lives.						
Information Technology	To know how technology at home and school can be used to help us. Use Easi-ears to listen to traditional tales.	To know that technology can be used to communicate with others in a variety of ways. For example; speak to someone on the other side of the world to help to understand that it is night-time in different parts of the world. To know that materials can change when they are heated (Christmas cooking) To use i-pads to carry out a simple programme.	To know how to programme the bee-bots to travel to a set location. Use prepositional language to describe position. To use sound buttons to aid recall for writing.	To use remote control cars to 'visit' location.	To use walkie-talkies to direct a partner to a set location. To log on to laptops and carry out simple programmes. To understand how to keep safe online – what does this look like in Reception?	To use technology purposefully across the curriculum to carry out independent tasks.