



Hambledon Primary School - YR Long Term Curriculum Plan



Children in year R Robins class follow the EYFS curriculum using continuous and enhanced provision and playing and learning largely through the children's interests and self-chosen activities. As such we do not have specific topics. Below is an overview of likely to happen activities that form part of our curriculum. These are subject to change to follow the interests and learning needs of the children.

| | Autumn | Spring | Summer |
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| Possible themes and lines of enquiry | Settling in Magical Me Nursery Rhymes Harvest Natural Art – Andy Goldsworthy | Autumn into Winter Hibernation Remembrance Bonfire Night – Guy Fawkes Christmas and Nativity Nursery Rhymes | Winter – Polar Animals Chinese New Year Valentines' Day Pancake Day David Attenborough |
| Possible Key Texts There will be a lot more stories that will be shared to enhance our learning. | The Colour Monster The Colour Monster goes to school Funny Bones The Little Red Hen Owl Babies Rosie's Walk | Goldilocks The Gingerbread Man The First Christmas | Little People Big Dreams – Earnest Shackleton Little People Big Dreams – David Attenborough |
| COETL (Characteristics of Effective Teaching and Learning) | We will use the characteristics of effective teaching and learning to support us to understand how the children engage and learn. We will be looking for the following things: <ul style="list-style-type: none"> ❖ Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning ❖ Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. ❖ Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. | | |
| Over Arching Principles | <ul style="list-style-type: none"> ❖ Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. ❖ Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. ❖ Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. ❖ Learning and Development: Children develop and learn at different rates. We will be aware of children who need greater support than others. At Hambledon Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible. This underpins our ethos of 'Learning through play'. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults, embedding our learning values of, respect, resilience, challenge, creativity, resourcefulness and being reflective. <p>ELGs, whilst important to show end of Reception progress, reflect a holistic, best fit assessment.</p> | | |

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| Area of Learning Prime Areas | <u>Communication and Language</u> |
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ELGs – 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.

Speaking

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

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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| Ongoing opportunities Continuous and Enhanced Provision | Helicopter Stories | Children telling a story scribed by an adult and then acting it out if they would like to. |
| | Phonological Awareness | Rhyming stories, rhyming games, listening games, oral blending. |
| | Group Time | Sharing news, photos from home with the class. |
| | Discovery Time | Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas, thoughts and needs, engage in and talk about books, retell stories and rhymes. |
| | Story and Rhymes | Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs. |

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| Area of Learning Prime Area | <u>Personal Social and Emotional Development – PSED</u> |
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ELGs - 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.

Managing Self

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

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.

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

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.

- ✓ Controlling own feelings and behaviour
- ✓ Applying personalised strategies to return to a state of calm
- ✓ Being able to curb impulsive behaviour
- ✓ Being able to concentrate on a task
- ✓ Being able to ignore distractions
- ✓ Behaving in ways that are pro-social
- ✓ Planning
- ✓ Thinking before acting
- ✓ Delaying gratification
- ✓ Persisting in the face of difficulty.

"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.

We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.

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| Term Specific SCARF Resource | Me and My Relationships | Valuing Difference | Keeping Myself Safe | Rights and Responsibilities | Being my Best | Growing and Changing |
| Ongoing opportunities Continuous and Enhanced Provision | Daily Routines | Hang up coats, book bags out of bags, water bottles away, wash hands, carpet for registration, assembly. Transitions through activities, snack time, play time, lunch time, home time. | | | | |
| | Storytime | Experience, explore and talk about positive relationships, feelings and emotions, diversity. Books will be chosen to support as appropriate. | | | | |
| | Discovery Time | Develop a positive view of themselves as a learner and a good friend and know that being a good learner means persevering with challenges. Build friendships with others, turn taking when playing and resolving disagreements. | | | | |

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| Area of Learning Prime Area | <u>Physical Development</u> |
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- 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.
- 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, paintbrushes and cutlery.
 - Begin to show accuracy and care when drawing.

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time,

crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

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| <p>Children will be taught by a sports coach sometimes 2 sessions at different points in the year.</p> | <p>Get Set4PE Introduction to PE Unit 2 In this unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.</p> | <p>Get Set4PE Fundamental Skills unit 1 - Active Me 360 (PPA cover – Wednesdays) In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.</p> | <p>Get Set4PE Ball Skills unit 1- Active Me 360 (PPA cover – Wednesdays) In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.</p> | <p>Get Set4PE Ball Skills unit 2- Active Me 360 (PPA cover – Wednesdays) In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</p> | <p>Get Set4PE Games unit 1 - Active Me 360 (PPA cover – Wednesdays) In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</p> | <p>Get Set4PE Games unit 2 - Active Me 360 (PPA cover – Wednesdays) In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.</p> | |
| | <p>Ongoing opportunities Continuous and Enhanced Provision</p> | <p>Large Letters</p> | <p>Develop arm strength – 'writing' letters in the air using whole arm, and fine motor control – hold a pencil effectively, develop accuracy and care when drawing and writing, threading activities. Large whiteboard, large paper.</p> | | | | |
| | | <p>Funky Fingers</p> | <p>Funky Fingers are fine motor control activities that support the development of their hand strength to in turn develop their word writing.</p> | | | | |
| | | <p>Discovery Time</p> | <p>Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely including scissors. Combine movements, develop ball skills, increase confidence when travelling over apparatus. Manipulating a mouse on a computer.</p> | | | | |
| | | <p>Must Do Jobs</p> | <p>Develop fine motor control through activities that strengthen wrists and fingers matched to the needs of the children as the year progresses, e.g., Tap a shape, dough, construction, wind-up toys, small movement toys – spinning tops for example.</p> | | | | |
| | <p>Lunchtime</p> | <p>Wash and dry hands. Carry own lunch to the table and hold and use a knife and fork correctly.</p> | | | | | |

| Area of Learning Specific Area | Literacy | | | | | |
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| <p>ELGs - Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. | | | | | | |
| <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p> | | | | | | |
| <p>Term Specific</p> <p>Phonics & Word Reading</p> | <p>Phase 1 Phonics start Phase 2 when appropriate. Recognise written name Reading - Phase 1 books. Reciting known stories, listening to stories with attention and recall. Phase 2 sounds Once phonics phase 2 books go home - Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p> | <p>Phase 2/3 phonics Blend sounds to read cvc words Phase 2 tricky words. Reading: Sound recognition - help children to read the sounds speedily. Blending CVC words, rhyming, alliteration, knows that print is read from left to right. Identify the tricky parts the words. Enjoys an increasing range of books</p> | <p>Phase 2/3 phonics Read words and stories linked to phonics Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to Spot digraphs in words. Provide opportunities for children to read words containing familiar letter groups.</p> | <p>Phase 3/4 phonics Read words and stories linked to phonics Reading: Story structure-beginning, middle, end. Creating and retelling stories to an audience, non-fiction books. Listen to children read their phonetically appropriate phase books.</p> | <p>Phase 3/4/ Recap Read phonetically decodable books based on children's ability Reading: Non-fiction texts, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters. Read phase appropriate tricky words, identifying the tricky parts.</p> | <p>Phase 3/4 Recap Read phonetically decodable books based on children's ability Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Reading phonically appropriate books.</p> |
| <p>Comprehension</p> | <p>Joining in with rhymes and showing an interest in stories with repeated refrains. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read</p> | <p>Engage in extended conversations about stories, learning new vocabulary. Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using. Pie Corbett Actions to</p> | <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to phonics.</p> | <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their</p> | <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of</p> | <p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately Begin to understand that a non-fiction book gives information. Fiction means story - Can point to front cover,</p> |

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| | 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. | retell the story – Story maps and orally retelling new stories. Sequence stories – use vocabulary of beginning, middle and end. | | experiences of books. They develop their own narratives and explanations by connecting ideas or events | characters/ event / setting in a story. May include labels, sentences or captions. | back cover, spine, blurb, illustration, illustrator, author and title. |
| | Understand that their name is made up of sounds / letters, know what they are | Rich Read – (Guided reading) Understand what is being read to them, answering and asking questions about stories, rhymes, poems and information. Anticipate key events & respond to what they hear with relevant comments, questions and make predictions. | | | | |
| Writing | Understand that print carries meaning and in English it is written left to right. Trace own name | Representing sounds in order. Write own name | Representing sounds in order. Blend sounds to write cvc words Use some digraphs Phase 2 tricky words Write labels. | Copy sentences Use finger spaces. Use digraphs. Blend sounds to write captions linked to continuous and enhanced provision. | Blend sounds to write sentences linked to interests Use finger spaces Start to use a capital letter Start to use full stops | Blend sounds to write sentences linked to interests and pictures. Use finger spaces Use a capital letter Use full stops Write more than one sentence. |
| Ongoing opportunities Continuous and Enhanced Provision | Story/rhyme time | Books will be chosen by children or linked to current play and learning within the class. Learn new vocabulary by listening to stories and rhymes, engage in and talk about books, anticipate key events, what may happen next. Use the front covers of books as a focus – ‘what do you think the book is about?’ Learn rhymes, poems and songs. | | | | |
| | Discovery Time | Use talking tins to record messages. Opportunities to write labels and captions, linked to their interests and fascinations. Write messages to friends and adults, choose to look at and read books and talk about them with their friends, retell stories and create their own stories and rhymes. Purple Mash and Oxford Owl software. | | | | |
| | Helicopter Stories | Scribed by an adult but told by the child, acted out by the children– opportunity to apply ideas from stories and use new vocabulary. | | | | |
| | Must Do Activities | These will be linked to the phonics weekly focus or the specific needs of the cohort, available throughout the week to enhance the skills learnt. | | | | |

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| Area of Learning Specific Areas | Maths – Number and Number patterns |
| <p>ELGs - Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Number Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | |

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

Activities will be provided during group, enhanced and continuous provision to deepen knowledge and to ensure coverage of the EYFS Outcomes

| Maths Objectives | Autumn Term | Spring Term | Summer Term |
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| <p>Counting Rhymes and songs will happen all year</p> <p>NCETM – Mastery in Number to start after baseline Completed.</p> | <p>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.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers <p>connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <ul style="list-style-type: none"> • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts | <p>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.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers. <p>understand that two equal groups can be called a 'double' and connect this to finger patterns</p> <ul style="list-style-type: none"> • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers | <p>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.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek |

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| Ongoing opportunities Continuous and Enhanced Provision | Daily Routines | Registration – Who is next, before on the lunch register – How many are having...? Visual timetable – The order we will do activities. Tidying up – Sorting and classification, positional language – who sits next to, in front, behind you? |
| | Discovery Time | Practise taught skills, use and apply skills in real-life. Dice games, dominoes, Numicon, sorting and matching activities, skittles, shape sorting and pattern making. Programming Bee-Bots, Purple Mash software and other maths games. |
| | Must Do Activities | These will be linked to the maths weekly focus and available throughout the week to enhance the skills learnt. |
| | Small Group Times | These will link to the maths focus and will be mixed ability groups to begin with. This will change as the need develops. |

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| Area of Learning Specific Area | <u>Understanding the World</u> |
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ELGs - 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.

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 differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

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 states of matter.

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

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| Ongoing opportunities Continuous and Enhanced Provision | Discovery Time | Describe materials such as waterproof, strong, stretchy Looking after butterflies and possibly chicks, observing Tadpoles Seasonal observations. Promote curiosity and creativity – 'I wonder...' looking at changes overtime and similarities and differences Watering plants growing in the garden. Naming some of the plants/trees. Be familiar with minibeasts in school grounds and talk about where they are found, what they eat and how they protect themselves Talk about how materials can be changed – e.g., ice and water. When baking or making playdough Talk about our school and local environment when on wellie walks. | | | | |
| | Books – Fiction and Non-fiction | Have books available that provide information about our natural world, mini-beasts, seeds, animals etc. and stories that support the children's imaginations and creativity. | | | | |
| Term Specific | Planting Daffodil bulbs. Harvest Making Bread | Seasonal changes – Autumn moving into Winter. Welly walks | Winter – ice / freezing Winter moving into Spring Welly walks | Signs of Spring Welly Walks into local environment Planting Sunflowers | Planting Sunflowers Tadpoles Welly walks | Planting and growing Butterflies Welly walks Caterpillars |

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| | Discuss Autumn and the changes within our school and local environment. | | | | | |
| Past and Present | Group Time | Using language – yesterday, today, tomorrow, next week, last week, Discussing what they have done before - the past, how they have changed. Timeline of what they've done in the year through photo book. Visitors into school e.g., school nurse; dentist Children share photos from home and important events. Passing of time and counting down to important events on the calendar. | | | | |
| | Books | Sharing texts about the past, looking at how things were different and how things have changed. | | | | |
| | Discovery Time | Role Play and Home Corner Puppets Café Shop | | | | |
| People, Culture and Communities Term Specific | Harvest All about Me My family | Remembrance Bonfire Night – Guy Fawkes Christmas – Advent Posting Christmas cards Diwali | Chinese New Year Valentines' Day Pancake Day | Walks in the Community Comic Relief Mother's Day Easter | Walks in the Community | Walks in the Community Father's Day Sports Day |
| RE – Link with the community | Harvest Service Church Assemblies | Nativity in Church Church Assemblies | Church Assemblies | Easter Service Church Assemblies | Church Assemblies | Church Assemblies |

| Area of Learning Specific Area | <u>Expressive Art and Design</u> | | | | | | |
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| <p>ELGs - Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> | | | | | | | |
| Term Specific Music HMS Pathways to Musical Independence | Rosie's Walk Dimensions focus – Duration and timbre | The Weather Dimensions focus – dynamics and tempo Christmas – Nativity | Dragon Dance Dimensions focus – duration | Incy Wincy Spider Dimensions focus – pitch and texture | Rainbow Fish Dimensions focus – timbre | On the beach Dimensions focus – structure and timbre | |
| Term Specific (ART & D&T) | Self-portraits Autumn Pictures Leaf rubbings Creating pictures using natural materials (Andy Goldsworthy) | Firework pictures Starry Night – Van Gogh Christmas pictures and cards. Winter pictures | Chinese New Year Art Spring colours and pictures. | Mother's Day cards Easter Art Easter cards | | Father's Day cards | |
| Ongoing opportunities Continuous and Enhanced Provision | <p>Discovery Know different ways to join – Sellotape, glue, PVA glue, treasury tags, staples, split pins etc. Construct with different types of materials, Plan what they would like to draw, paint, create. Talk about what went well and how they can make it better Model using Dough and clay. – Making own play dough Un-tuned percussion instruments available</p> | | | | | | |
| | <p>Painting:</p> <ul style="list-style-type: none"> ❖ Know that they can select a thick or thin paintbrush ❖ Mix primary colour paints to make different colours ❖ Know how to clean their brush before selecting new colours. ❖ Add black or white to make different shades / tones ❖ Match shades to what they are painting ❖ Look carefully to add detail to their painting ❖ Use watercolour paints ❖ Mix powder paints thinking about the consistency they need ❖ Use different types of lines – wavy, straight, zig zag ❖ Know some artists – Kandinsky, Monet, Van Gogh etc. ❖ Printing | | | <p>Drawing:</p> <ul style="list-style-type: none"> ❖ Develop their own drawing ❖ Observational drawing ❖ Drawing in response to stories and rhymes ❖ Possible Artist Focus – Quentin Blake ❖ Wax rubbing | | <p>Collage</p> <ul style="list-style-type: none"> ❖ 'Junk' modelling ❖ Layering papers ❖ Using collage materials to embellish their creations ❖ Possible Artist Focus – Eric Carl <p>Food & Nutrition – Food Tech / Baking – as & when appropriate.</p> | |

