

St George's Primary School

EYFS Curriculum

2021-2022



In Oak Class we provide a high-quality EYFS education giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS Statutory Framework. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence. We are inclusive and welcoming to all and Christian values are embedded in all that we do. We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education. To do this we plan our curriculum so that it can:

- Develop rich and varied vocabulary
- Nurture a life-long love of reading
- Provide experiences of awe and wonder, opening a window to world around them
- Reduce disadvantage

Staffing and Organisation

We have one Reception class that has the use of one large classroom and a dedicated outdoor learning area. Oak Class has two teachers (0.6) and a teacher (0.4) and they are supported by two teaching assistants. Staff are organised to support the children in a balance of adult led and child-initiated experiences throughout the sessions and the children have free flow access to outdoor learning and provision. We plan a variety of exciting learning opportunities each day as well as responding to unplanned themes or topics that interest the children.



How we teach children in the EYFS

In our classroom, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult, who is modelling how to achieve something or teaching a new skill that interests the child. Adults may scaffold a children's play. This involves taking their play to higher levels of learning, entering the play as a co-creator and helping to provoke a framework for the children to go from "what they know" to "what else they could know"! Scaffolding enables a child to solve a problem, carry out a task or achieve a goal which is just beyond his or her abilities. During play, where foundational social and emotional skills are developed, scaffolding is a bridge to new skill levels using three key ingredients; modelling the skill, giving clues and asking questions while the child is trying out a new skill, and then as the child approaches mastery, withdrawing the support.

The new statutory framework does not prescribe a particular teaching approach. The DfE (2021) state in the framework (p16) that "Play is essential for children's development, building their confidence as they learn to explore, relate to others, 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." We decide what we want our children to learn in our classroom, through our provision, and the most effective ways to teach it. Each day, we stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and develop their skills throughout the reception year, we use more direct teaching and modelling and plan specific sequences of lessons. These strategies help us to focus on teaching the essential skills and knowledge in specific areas of learning so that children develop the skills and confidence required for the end of their Reception year.

How we plan in the EYFS

Every term we have carefully planned a 3 week topic or theme which we believe will capture the children interests, allow us to plan for awe and wonder whilst maximising the opportunities to develop language and vocabulary skills. The rest of the time our planning focuses on the children's interests. We seek opportunities to make links between the areas of learning and plan next steps accordingly. We deliver the curriculum through planned, purposeful play as well as adult-directed learning to enable the children to build on what they already know. In class the children may be taught as a whole class, in small groups or individuals to ensure that all children are progressing from their own individual starting point.

We encourage the children to guide us in shaping their learning experiences. The team discuss with the children about what they are interested in and which skills they would like to develop further. Children are encouraged to bring books and resources that interest them into school to share with their peers. In addition, we use parent observations via DoJo to learn more about the children's likes and dislikes. We develop children's curiosity and encourage inquisitiveness and a hunger for learning and find ways to answer the children's many questions! We provide a challenging, exciting and attractive learning environment that offers high-quality opportunities for the children to learn through play within the classroom and outside. We develop problem-solving skills through open-ended tasks and encourage children to share their thinking with others.

THE STATUTORY EYFS FRAMEWORK

The Early Learning Goals (ELGs) are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five.

There are three prime areas of learning:

Communication and Language Development
Personal, Social and Emotional Development
Physical Development

There are four core areas of learning:

Literacy
Maths
Understanding the World
Expressive Arts and Design

In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Characteristics of Effective Learning are:

Playing and exploring-engagement
Active learning-motivation
Creating and thinking critically-thinking



COMMUNICATION & LANGUAGE SKILLS

WHAT DO WE OFFER

- Quality list of fiction and non-fiction texts for focused learning and story time
- Adult modelling, questioning and conversation
- Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions
- Ask open questions
- Model words and phrases
- Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters
- Carpet time and timetabled sessions for attentive listening
- Daily story time and rereading of texts
- Show & Tell/Class Bear
- Vocabulary displayed in classroom and revisited
- Repeat vocabulary regularly & revisit
- Observed interactions between peers
- Scaffold play and conversation with EYFS team
- Daily nursery rhymes and songs to develop vocabulary and extend learning
- Daily class songs in routine
- Use of 'tell me more' to encourage conversation
- Take on different roles in imaginative play, to interact and negotiate with people in longer conversations

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

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

ELG: Speaking

Children at the expected level of development will:-

- 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.

COMMUNICATION AND LANGUAGE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Listening, Attention & Understanding	<p><u>Begin to show how to listen and the importance of this.</u> Model and promote good listening skills.</p>	<p><u>Engage in story time</u> <u>Learn rhymes, poems and songs</u> Christmas Nativity, opportunity to learn rhymes, poems & songs</p>	<p><u>Build up familiarity with stories</u> Explore traditional tales, story sacks, performances, drama experiences</p>	<p><u>Ask questions and are able to answer where, who, what, when and then move onto answering how and why</u> Provide lots of opportunities for answering and asking of questions. Modelling by all staff.</p>	<p><u>Engage with non-fiction books and develop a deep familiarity with new knowledge and vocabulary</u> Use a range of non-fiction books/resources to research facts about dinosaurs. Explore new vocabulary and express understanding of this</p>	<p><u>Present to peers about something which interests them.</u> Ask pupils with support from parents to plan a presentation about something of interest. Expect pupils to ask questions.</p>
Speaking	<p><u>Children join in with daily rhymes and sing a large repertoire of songs.</u> <u>Use longer sentences of 4-6 words (check point from age 3-4)</u> <u>Learn new vocabulary.</u> Snack table with curiosity cubes, topic related objects, opportunities to revisit new vocab. Opportunities to share ideas in a small group. Planned talk time with pupils on a 1-1 basis. Planned time with Year 6 buddies to play, share stories and answer questions.</p>	<p><u>Develop social phrases</u> <u>Describe events in some detail (tenses)</u> <u>Use new vocabulary in different ways</u> Planned weekly 'show & tell' time. Allows for pupils to speak to the class about something which is special to them. Weekly 'Charlie Chimp' travels home, diary completed with parents and then shared in class by pupils. Carpet partners, opportunity for children to verbalise ideas before sharing with class.</p>	<p><u>Retell stories in their own words</u> Explore traditional tales, story sacks, performances, drama experiences. Recite stories or retell own versions.</p>	<p><u>Articulate thoughts and ideas into well formed sentences</u> Plan a journey, discuss in detail and in sequence key events.</p>	<p><u>Use a range of connectives</u> Provide opportunities to practise connectives and adult model these. Video each other being a reporter, using specific vocabulary in a range of contexts. Check understanding.</p>	<p><u>Use talk to work out problems and organise thinking and activities</u> Provide structured problems for children to solve with peers. Encourage communication between others, questions and systematic approaches to solve problems. For example – how to cross the playground without putting feet on the floor.</p>
Experiences	<p>Walk to local shops to buy ingredients for Harvest Soup. Harvest Celebration to parents, singing songs to audience.</p>	<p>Diwali workshop. Learn an Indian dance, paint an Indian lamp, make rangoli patterns, taste Indian food.</p>	<p>Theatre production in school of a Traditional Tale. Perform with buddies to parents- own version</p>	<p>Journey on a train</p>	<p>Dinosaur experience – excavation dig for bones.</p>	<p>Trip to local farm and strawberry picking</p>

PERSONAL, SOCIAL & EMOTIONAL

WHAT DO WE OFFER

- Daily modelling of school rules
- Clear routines, rules following school behaviour policy
- Positive reinforcement of expected behaviour
- Circle time and scaffold social interactions to support friendship issues
- Specific lessons on healthy eating, staying safe, managing emotions, understanding feelings, dealing with frustration or adversity
- Celebration assembly
- Constructive feedback
- Good quality texts and resources to support teaching
- Use of puppets, songs, stories and videos to model feelings, emotions and problems and show how to deal with them
- Observations of children's interactions and social skills
- Calm down time/quiet place for children that need it
- Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary
- Have high expectations for children following instructions
- Help children to set own goals and to achieve them
- Model practices that support good hygiene

Personal, Social & Emotional

ELG: Self-Regulation

Children at the expected level of development will:

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

ELG: Managing Self

Children at the expected level of development will:

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

ELG: Building Relationships

Children at the expected level of development will:

- 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.

PERSONAL, SOCIAL & EMOTIONAL

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Self-regulation	<p><u>How I feel</u> Discussion around feelings, use of book 'colour monster' to develop an awareness of different feeling. Why you or others may feel like this. Coping strategies. Create in class visual feeling display – children can move photo according to feelings.</p>	<p><u>How other may feel</u> Opportunities as they arise and planned sessions to discuss how other may be feeling and why. Begin to develop empathy and understanding.</p>	<p><u>Independence</u> Environment and resources are accessible to promote independence and self-selection. Independence is encouraged, promoted and modelled by adults</p>	<p><u>Show resilience and perseverance in the face of challenge.</u> Children are encouraged to have a 'can do' attitude and overcome hurdles by trial and error. Adults are there to support children and motivate them to succeed.</p>	<p><u>Identify and moderate their own feelings socially and emotionally.</u> Children begin to regulate feelings, use appropriate emotions for situations. For example how to behave in a whole school worship.</p>	<p><u>Focus attention</u> Children are able to focus attention during different situations and follow instructions appropriately. Lots of opportunities to practise and refine these skills.</p>
Managing self	<p><u>Personal hygiene</u> Strong emphasis on washing hands, teach how to wash hand effectively and the importance of this. Opportunities to learn how to 'catch germ' coughing and sneezing and how to keep others safe.</p>	<p><u>What makes me happy</u> Ask the children to develop an awareness of what makes them happy, can this be used to help manage our feelings in different situations. What makes one person happy is not the same for everyone.</p>	<p><u>Oral Health</u> Children deepen their understanding of the importance of good oral health and how to look after their teeth and gums. Including how to brush effectively and which drinks and foods to limit.</p>	<p><u>Healthy Eating</u> Children are able to sort foods into healthy and unhealthy foods. Why some foods should be a treat and the effects on our bodies.</p>	<p><u>Keeping safe in the sun</u> Children are aware of the damages the sun can do to our bodies- why do we need to limit our time in the sun and how to stay safe.</p>	<p><u>Keep on moving</u> Children link the positive effects of exercise and moving on our body, both mentally and physically.</p>
Building relationships	<p><u>I am special & my family</u> Children are able to talk about their immediate family and their relationships with them. Children begin to develop close relationships with the adults.</p>	<p><u>My friends</u> Children begin to develop friendship groups and feel safe and secure with particular children.</p>	<p><u>A kind friend</u> Lots of opportunities to discuss in class what a kind friend is, what a kind friend may do, how we can all be kind friends.</p>	<p><u>Think about the perspectives of others</u> Opportunities as they arise and planned sessions to discuss how other may be feeling and why. Begin to develop empathy and understanding.</p>	<p><u>Express their feelings and consider the feelings of others</u> Children feel confident to express their feelings to their friends, familiar adults and peers and deepen their understanding of how others may feel in different situations.</p>	<p><u>Transition</u> Children understand that they will be transitioning from Reception to Year One and they begin to build a relationship with new teacher and TA. Children feel happy and secure about moving onto the next stage of their educational journey.</p>
New vocabulary	<p>Hygiene Germs Scrub</p>	<p>Friendship Respect</p>	<p>Dentist Molars Enamel</p>	<p>Health Carbohydrates Sugars protein</p>	<p>Sunscreen UV rays shade</p>	<p>Exercise Heart Rate Oxygen</p>

PHYSICAL

GROSS MOTOR DEVELOPMENT

WHAT DO WE OFFER

Daily access to outside and inside provision which includes:

- Own EYFS outdoor provision accessible all year round
- Playground, Field, Garden area
- Trim trail, tyres, balance beams
- Large plastic building creates, waffle blocks
- Prams, scooters, balance bikes, pedal vehicles
- Sand pit/water trays
- Drainpipes, funnels, buckets
- Garden/mud kitchen
- Bats and balls, stilts, basketball hoops, footballs
- Opportunities for forest school throughout the year
- 10 swimming lessons in the summer term
- Weekly sequential PE sessions including dance, gymnastics, ball skills
- BEAM assessments and interventions
- Regular physical warm up games including dance, yoga and mindfulness activities

Physical

ELG: Gross Motor Skills

Children at the expected level of development will:

- 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.



PHYSICAL

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Gross motor skills	<p><u>Revise and refine previously taught skills</u> Provide lots of provision and opportunities for children to develop their gross motor skills and confidence with these rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p><u>Develop the overall body strength, coordination</u> Teaching and assessment of BEAM</p> <p><u>Develop control and grace when moving</u> Direct teaching of Dance movements and combining movements, speeds, directions.</p>	<p><u>Develop ability to use a range of apparatus</u> Planned and sequenced gymnastic sessions. Lots of opportunities for pupils to mount and dismount apparatus in a safe way. Building confidence and ability.</p>	<p><u>Develop core muscle strength to develop good posture when sitting at a table/floor</u> Sensitive reminders about posture. Model how to sit at a chair and table, feet on the floor, chair tucked in, straight back. Lots of positive praise.</p> <p><u>Develop the overall body strength, coordination</u> A range of equipment available for pupils to use. Including 2 wheeled balance bikes, scooters, wheelbarrow, pushchairs</p>	<p><u>Develop and refine ball skills</u> Direct teaching and opportunities for pupils to practise throwing, catching, kicking, passing, batting, and aiming skills. Lots of team game opportunities with different balls.</p> <p><u>Develop skills needed for their school day – lining up, mealtimes</u> Pupils are able to follow instructions and rules.</p>	<p><u>Play a range of team games. Take part in school sport day. Enjoy physical movement and challenges</u> <u>Children will develop swimming skills</u> Provide challenges for pupils- can you run faster, can you jump higher? Model a love for physical exercise and the effect it has on your body and mind. Provide lots of opportunities for team games and sports. Encourage congratulating successes and the need for perseverance.</p>
Fine motor skills	<p><u>Develop handling scissors to make snips (check point)</u> <u>Ensure pupils have a preferred dominate hand (check point)</u> Ensure pupils have access to left handed and right handed scissors.</p>	<p><u>Develop scissor skills to cut along straight lines</u> <u>Ensure correct pencil grip is being used and encouraged</u> Sensitive reminders about pencil grip and control. Lots of opportunities and modelling.</p>	<p><u>Develop scissor skills to cut along curved lines</u> <u>Develop the foundations of a handwriting style</u> Direct teaching and opportunities throughout the year. Correct letter formation becomes automatic.</p>	<p><u>Develop skill of cutting food up with knife and fork</u> Encourage correct posture at dinner table. Model amount of pressure used to cut food. Teach how to handle knife and fork and techniques needed.</p>	<p><u>Paintbrush techniques</u> A range of paintbrush handling skills to be directly taught and opportunities to practise these- strokes, flicks, zigzags, swirls.</p>	<p><u>Eye to detail</u> Accuracy and care given to drawings, paintings, cuttings and writing. Praise is given to pupils who focus on tasks and take pride in their activities.</p>
New vocabulary	Space Stop Start	Control Focus Still	Mount Dismount Balance	Posture Movement Strength	Pass Direction Team	Wellbeing Endorphins

PHYSICAL FINE MOTOR DEVELOPMENT

WHAT DO WE OFFER

- Daily handwriting formation included in phonic lessons
- Songs and rhymes used to support the formation of numerals and letters
- Provision of left and right handed scissors/modelled support to make snips, cut in a line, cut around a shape
- Provision of chunky pencils and crayons, chalk for writing on the floor, chalk board, easel
- Moving onto slimmer pencils and felt tips when ready
- Provision of pencil grips if needed
- Use of sensory resources for mark making such as shaving foam, playdough, paint, printing, mud writing, salt/glitter trays
- Daily fine motor activities planned into provision e.g pegs, small world, construction sets, threading, colouring, jigsaw, buttons, dressing dolls, junk modelling, collaging
- Daily support with knife and fork when they eat
- Weekly focussed handwriting linked to phonics
- Use of progression to monitor pencil control and progress

Physical

ELG: Fine Motor Skills

Children at the expected level of development will:













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


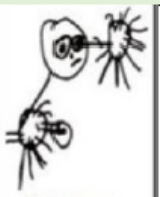

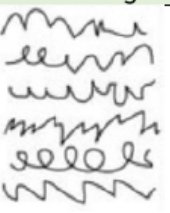



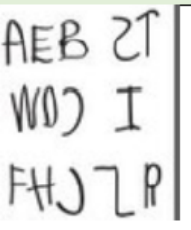


PHYSICAL FINE MOTOR DEVELOPMENT

Before teaching children, the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:

- that children have developed their upper arm and shoulder strength sufficiently: they don't need to move their shoulders as they move their hands and fingers
- that they can move and rotate their lower arms and wrists independently
- Help children to develop the core strength and stability they need to support their small motor skills.
- Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars.
- Offer children activities to develop and further refine their small motor skills.
- Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, making models with junk materials, construction kits and malleable materials like clay.
- Regularly review the equipment for children to develop their small motor skills.
- Is it appropriate for the different levels of skill and confidence of children in the class?
- Is it challenging for the most dexterous children?
- Continuously check how children are holding pencils for writing, scissors and knives and forks.
- Offer regular, gentle encouragement and feedback.
- With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.
- Encourage children to draw freely.
- Engage children in structured activities: guide them in what to draw, write or copy.
- Teach and model correct letter formation.
- Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.
- Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.

FLISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP-3 FINGER GRASP, FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS						6-7 YEARS		
 <p>FLISTED GRIP 1-2 years old Grip the pencil with the whole hand.</p>	 <p>DIGITAL PRONATE GRIP 2-3 years old The palm is facing down towards the page.</p>	 <p>4 FINGER GRIP 3-4 years old The index finger is held high.</p>	 <p>hooked wrist</p>	 <p>the cross thumb</p>	 <p>the thumb tuck</p>	 <p>joint of index finger and thumb in a flexed position</p>	 <p>index finger joint in hyperextended position</p>	 <p>thumb joint in hyperextended position</p>	 <p>STATIC TRIPOD GRIP 4-6 years old The index finger and middle finger work as one unit.</p>	 <p>the lateral tripod</p>	 <p>DYNAMIC TRIPOD GRIP 6-7 years old The index finger and middle finger work as one unit.</p>
<p>Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>	<p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p> <div data-bbox="890 850 1520 1130" style="background-color: #800080; color: white; text-align: center; padding: 20px; border-radius: 15px; margin: 10px auto; width: fit-content;"> <p>Reception Age Range</p> </div>						<p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>		

 Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words

LITERACY WRITING

WHAT DO WE OFFER

All writing stages are valued and children's progress is recorded using the progression map. Children are supported with their gross motor skills and shoulder and arm strength if they are not ready to write. Alongside fine motor activities to strengthen hand grip, we provide:

- Daily shared and modelled writing
- Daily support to write their name using a variety of tools and resources
- Planned sequenced phonics and handwriting lessons
- A variety of writing tools in the provision including a range of mediums to record on
- Phoneme and grapheme mats, displays are available at all times
- Tricky word mats
- Meaningful reasons and opportunities for the children to write for a purpose
- Accessible writing areas with clipboards, resources and the opportunity to decide what they would like to write following their interests.
- Songs and repetition, use of story maps and retelling the story. This enables the children to articulate their thoughts before writing

Literacy

ELG: Writing

Children at the expected level of development will:

- 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.



Early Phonemic	Letter name stage		Transitional Stage			
	Environmental print →	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling
<p>the I is see like 12345 onb mv</p>	<p>IVADAAO</p>	<p>We wn to the s (We went to the store.) I lk mi Bk.</p>	<p>Thehcanr (The horse can run.) I lik to pla with my cat.</p>	<p>My favorit dinosaur is the stegosaurus.</p>	<p>To daye i wat to play with the white board and the shapes and I won to play with my fen</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I had them. The end Today I am going to the stor with my mela. I am going to by a present for my brothes bryhday. He is five yers old.</p>
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	

LITERACY

READING

WHAT DO WE OFFER

Draw children's attention to a wide range of examples of print with different functions
Choose books which reflect diversity

Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.

Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.

Teach children to read a few common exception words matched to the school's phonic programme. Teach children to read simple phrases and sentences made up of words with known letter-sound correspondences.

Model how you read and re-read your own writing to check it makes sense.

In EY's and KS1 we are following the Little Wandle Letters and Sounds Revised phonics programme. Daily discreet phonics sessions are taught and children receive a 15-minute phonics session each day. We cover 4 new sounds per week and consolidate this learning on a Friday. Within the sessions, children learn to blend sounds and segment words into sounds for reading and spelling. In addition to this, every child takes part in 3 weekly structured reading practise sessions.

Literacy

ELG: Comprehension

Children at the expected level of development will:

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

ELG: Word Reading

Children at the expected level of development will:

- 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.

LITERACY

READING

WHAT DO WE OFFER

- Daily shared and modelled reading
- Planned sequenced daily phonics with word and sentence reading opportunities
- Use of phonic scheme to teach progressive tricky and high frequency words
- A variety of high quality fiction and non-fiction picture books in the provision (not phonetic)
- Phonetically decodable reading scheme for the children to practise their phonic knowledge
- Phoneme and grapheme mats and displays available at all times
- Meaningful reasons and opportunities for the children to read
- Child accessible reading areas and the opportunity for them to decide what to read following their interests – books shared from home
- Daily story time
- Use of phonic tracker to assess children's phonic and reading knowledge
- Use of progression map to monitor next steps
- Daily opportunities for segmenting and blending
- Comprehension observed during learning
- Specific planned comprehension activities



LITERACY

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Word Reading	<p><u>Read individual letters by saying sounds for them</u></p> <p>Follow Little Wandle revised Letters & Sounds phonics scheme. Teach mnemonics and grapheme.</p>	<p><u>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</u></p> <p>Children are able to read a selection of cvc words which match the phonics they know.</p>	<p><u>Read some letter groups that each represent one sound and say sounds for them</u></p> <p>Learn phase 3 phonics which includes digraphs and trigraph.</p>	<p><u>Read a few common exception words matched to the school's phonic programme</u></p> <p>Children can sight read a number of tricky words as stated in Little Wandles phonic scheme.</p>	<p><u>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</u></p> <p>Children are building up their ability to read with fluency and pace.</p>	<p><u>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</u></p> <p>Children show confidence and an enjoyment for reading, they can self-correct when something doesn't make sense.</p>
Comprehension	<p><u>Demonstrate an understanding for excellent listening skills and model these skills when listening to stories, poems, non-fiction books</u></p> <p>Children develop their listening skills and the importance of these.</p>	<p><u>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</u></p> <p>Children have lots of opportunities to use story sacks, puppets, small world play</p>	<p><u>Anticipate –where appropriate –key events in stories</u></p> <p>During story sessions, children are encouraged to join in with familiar repeated phrases and answer key questions about the text.</p>	<p><u>Answer a range of questions about what they have read</u></p> <p>Comprehension skills are explicitly taught through Little Wandle reading practise sessions.</p>	<p><u>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</u></p> <p>Create a language rich environment where opportunities for talk are encouraged and built into daily plans. Adults support and scaffold children's vocabulary.</p>	
Writing	<p><u>Use the correct pencil grip for writing</u></p> <p>Children begin to automatically use a tripod grip for writing.</p>	<p><u>Form lower-case and capital letters correctly</u></p> <p>Adult directed planned sessions for handwriting allow children to practise letter formation.</p>	<p><u>Spell words by identifying the sounds and then writing the sound with letter/s</u></p> <p>Lots of purposeful opportunities to write are provided.</p>	<p><u>Write short captions</u></p> <p>Children progress from writing words to writing small captions. Lots of shared writing and scaffold opportunities given.</p>	<p><u>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</u></p> <p>Kung-Fu Punctuation taught to pupils and gentle reminders to use this within their writing.</p>	<p><u>Re-read what they have written to check that it makes sense.</u></p> <p>Teacher to make deliberate mistakes and children to correct writing.</p>
New vocabulary	Phonics Phoneme Grapheme	Segment Blend Fluency	Digraph Trigraph Tricky word	Letter formation Ascenders Descender	Finger space Capital letter Full stop	Re-read Mistake Check

MATHEMATICS

WHAT DO WE OFFER

- Use of NCETM and Numberblocks videos and resources for deeper thinking
- Maths area open for the children's interests at all times. Maths displays on view
- Daily maths teaching, modelled activities and guided learning
- Observations of children's mathematical thinking in the provision
- Number of the week to focus more on subitising, more and less, number bonds and patterns
- Shape is taught in a meaningful way alongside number of the week e.g triangle is taught when we learn about the number 3
- Daily maths songs, rhymes and action rhymes throughout the day
- Video resources shared with parents to explain new deeper way of teaching
- Planned activities which link to interests and extend vocabulary
- Mathematical challenge in the provision
- High quality story books which talk about or illustrate number/patterns to make our learning meaningful
- Provide good quality construction and building sets
- Focus on composition of smaller numbers before moving on
- Assessments through observation/questioning

Mathematics

ELG: Number

Children at the expected level of development will:

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

ELG: Numerical Patterns

Children at the expected level of development will:

- 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.



MATHEMATICS

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Number	<p><u>Count objects, actions and sounds</u> Daily number rhymes sung with corresponding finger representing, visuals and opportunities for subitising.</p> <p>Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time.</p>	<p><u>Subitise</u> Quick recognition of symbols and amounts to represent the number. Lots of opportunities to play games with dice, picture cards and 'show me' fingers.</p>	<p><u>Link numeral with number quantity</u> Children can match the correct amount to its numerical. For example, there are 5 ducks and the child can pick the correct numeral to represent the amount.</p> <p>Lots of resources available within the environment.</p>	<p><u>Explore the composition of numbers to 10</u> Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images.</p>	<p><u>Automatic recall of number bonds to 10</u> Lots of hands on experiences of finding number bonds. Visual representations</p>	<p><u>Double Facts</u> Children recall double facts to 10. Children have lots of opportunities to double objects, food, pictures.</p>
Numerical Pattern	<p><u>Count to 10</u> Lots of opportunities of counting to 10 within the school day, lining up, tidy up time. Counting objects, pictures, fingers. Ensuring the correct order of numbers and one-to-one correspondence.</p>	<p><u>Count beyond 10</u> Children can verbally count beyond 20, they look for patterns within numbers. Provide children with 100 number squares, number lines.</p>	<p><u>Compare numbers</u> Children are able to estimate which groups have more and fewer. Provide opportunities for children to understand the concept equal to/same as.</p>	<p><u>Understand 1 more/1 less</u> Children have a strong understanding of the number before and the number after.</p>	<p><u>Odd & Even numbers</u> Children develop an understanding of pattern within numbers, odd and even numbers.</p>	<p><u>Sharing numbers/objects</u> Children physically share items, understand how to share fairly and equally.</p>
New vocabulary	Bigger than Smaller than Same as	Total Amount Next Before	Equal to Fewer than More than	One more/ less Whole Part	Odd numbers Even numbers	Double Half Sharing

UNDERSTANDING THE WORLD

WHAT DO WE OFFER

- Planned directed learning as well as learning in the environment
 - Look at seasons and how the environment changes and explore the weather
 - Provide interesting natural environments for children to explore freely outdoors
 - Make collections of natural materials to investigate and talk about
 - Spend time with children talking about photos, memories
 - Invite different people to visit from a range of occupations
- Show and explain the concept of growth, change and decay with natural materials. Plant seeds, garden, observe over time
- Plan and introduce new vocabulary related to their exploration. Encourage children to use it in their discussions as they care for living things
 - Investigate how animals and plants grow and learn about the life cycle of a chick, frog, ladybird and butterfly
 - Encourage children to refer to books, wall displays and online resources
 - Read high quality fiction and non fiction books to support learning
 - Provide opportunities for children to change materials from one state to another
 - Explore how different materials sink and float
 - Explore how you can shine light through some materials but not others. Investigate shadows

Understanding the World (History/Science)

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: The Natural World

Children at the expected level of development will:

- 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

WHAT DO WE OFFER

- We ensure that resources reflect the diversity of life in modern Britain.
- Encourage children to talk about the differences they notice between different families and communities
- Celebrate and value cultural, religious and community events and experiences. Learn about different celebrations around the world such as Diwali, Bonfire Night, Luna New Year
- Teach the children that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Learn about the community and the school grounds – use simple maps
- Learn about London – a city and compare it with the village
- Take part in daily worships
- Learn about what Christians believe and listen to Christian stories



Understanding the World (Geography/Religion)

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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

UNDERSTANDING THE WORLD

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Past & Present Links to History KS1	<u>Talk about jobs of people in Wrotham community</u> Sing to elderly residents in local care home. Discuss roles of people who help us	<u>Understand the past through events</u> Armistice Day Pay respect to those who have lost their lives at war. Look at war heroes and discuss their roles.		<u>Comment on familiar situations from the past</u> Use photos of vehicles from the past for comparison. Place events on a timeline and understand things happened before they were born	<u>Understand the past through events</u> Explore dinosaurs, how they became extinct. How the planet looked, how we have found out information from the ground. Use timeline	
New vocabulary	Old Elderly	Past War Soldier		Timeline History Future	Extinct Fossils Prehistoric	
The Natural World Links to Science KS1	<u>Explore the natural world around them</u> Look for signs of Autumn. Discuss Harvest and what this means for farms.	<u>Describe what they see/hear/feel</u> Can we observe a change in seasons? Winter	<u>Recognise some Environments are different to the one we live in</u> Arctic focus study – cold places	<u>Understand the effect on changing seasons</u> Can we observe a change in seasons? Spring. Look at part of flower.	<u>Explore the natural world around them</u> Compare the natural world from pre-historic times to now. Look at specific dinosaurs.	<u>Explore the natural world around them</u> Investigate minibeasts, look at their features, life-cycle of butterfly and frog.
New vocabulary	Season Autumn Harvest	Season Winter Temperature	Ice cap Global Warming Recycle	Season Spring Root, Stem, Leaf, Petal	Carnivore Herbivore Omnivore	Life-cycle Habitat Chrysalis
People, Culture & Communities Links to Geography and Religion KS1	<u>Talk about families and their community</u> Children to bring in photos of their family and discuss. Use quality books that represent different types of families. People who help us. Visit from parents in the community – police officer & care worker.	<u>Understand there are different religions</u> Celebrate Diwali, look at the Hindu festival of light and how is it different/similar to Christian festivals. Take part in Diwali workshop	<u>Recognise similarities and differences between life in this country and others.</u> Look at cold place – Focus the Arctic. Look at the similarities and differences.	<u>Draw information from a simple map</u> Plan a simple journey, use a map and the vocabulary associated	<u>Why is the church so special?</u> Visit Wrotham Church and compare to different places of worship. Develop an understanding why the church is so special for Christians.	
New vocabulary	Family Community Village-Wrotham	Festivals Religion Hindu	Country Climate Culture	Location Distance Destination	Christian Church Worship	

EXPRESSIVE ART & DESIGN

WHAT DO WE OFFER

- Teach children to develop their colour mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.
- Teach children the primary colours and share artists work to discuss
- Provide opportunities to work together to develop and realise creative ideas.
- Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.
- Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.
- Provide a range of materials and tools and teach children to use them with care and precision. Promote independence.
- Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own world. Discuss children's responses to what they see.
- Give children an insight into new musicals worlds. Introduce them to different kinds of music from across the globe.
- Invite musicians in to play music to children and talk about it.
- Provide related costumes and props for children to incorporate into their pretend play
- Sing in a group or own their own
- Encourage children to keep a steady beat, tapping knees, dancing, making their own instrument or sound maker
- Play movement and listening games that use different sounds for different movements. Model how to tap rhythms to accompany words
- Encourage children to replicate dances, make up their own
- Take part in Harvest, Nativity, Easter performances in front of an audience
- Provide a wide range of props for play which encourages imagination
- Develop their drawing skills and self-portrait skills using a variety of media
- Use colour and pattern to express their mood

Expressive Art & Design

ELG: Creating with Materials

Children at the expected level of development will:

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

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
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- 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.

EXPRESSIVE ART & DESIGN

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creating with materials	<p><u>Explore colour mixing skills</u></p> <p>Encourage children to mix their own paint colours, develop an understanding of shade.</p>	<p><u>Develop construction skills using recycled materials, construction sets such as Lego, Duplo and on a large scale</u></p> <p>Provide lots of opportunities for children to use construction kits and use recycled materials to create models.</p>	<p><u>Encourage children to plan, design, create and reflect on ideas.</u></p> <p>Model how to develop an idea onto paper and then how to construct it, asking questions along each process.</p>	<p><u>Children work collaboratively on shared ideas, resources and skills</u></p> <p>Provide planned opportunities for children to work within teams and scaffold within their play opportunities for children to create for a shared vision/purpose.</p>	<p><u>Children develop their creative skills further by continuing to practise and improve</u></p> <p>Encourage children to have a 'can do' attitude and enjoy the reward of improving their skills and creations. Adult modelling of refined skills.</p>	<p><u>Look at a range of artists and how their styles and work vary. Encourage children to offer an opinion and interest</u></p> <p>Artist of the month throughout the school year- including a range of styles across different cultures. Look at local artists and famous art too.</p>
New vocabulary	<p>Primary colours Secondary colours Shade</p>	<p>Build Join Construct</p>	<p>Idea Plan Design</p>	<p>Team Collaborate Vision</p>	<p>Practise Refine Improve</p>	<p>Artists Sculpture Abstract</p>
Being imaginative & Expressive	<p><u>Sing in a group or on their own, matching pitch and melody</u></p> <p>Learn Autumn songs for Harvest Festival Performance to parents</p>	<p><u>Explore and engage in music making and dance, performing solo or in groups.</u></p> <p>Learn a range of new songs and dances for Nativity performance to be recorded.</p>	<p><u>Develop storylines in pretend play</u></p> <p>Use traditional tales as a structure for children to recite and retell. Representing in their play and expanding story vocabulary.</p>	<p><u>Develop storylines in pretend play</u></p> <p>Children create props for their play and stories.</p>	<p><u>Move to and talk about music, expressing feelings and responses</u></p> <p>Lots of opportunities to listen to different music genres, how does the music make you feel? Begin to develop an opinion. Use musical instruments in their play.</p>	<p><u>Watch and talk about dance</u></p> <p>Enjoy watching different dances from around the world and different styles of dancing. Encourage children to copy movements and create their own in response to music.</p>
New vocabulary	<p>Melody Tune</p>	<p>Chorus Perform</p>	<p>Setting Characters</p>	<p>Scenery Prop</p>	<p>Rhythm Tune</p>	<p>Gesture Movement</p>