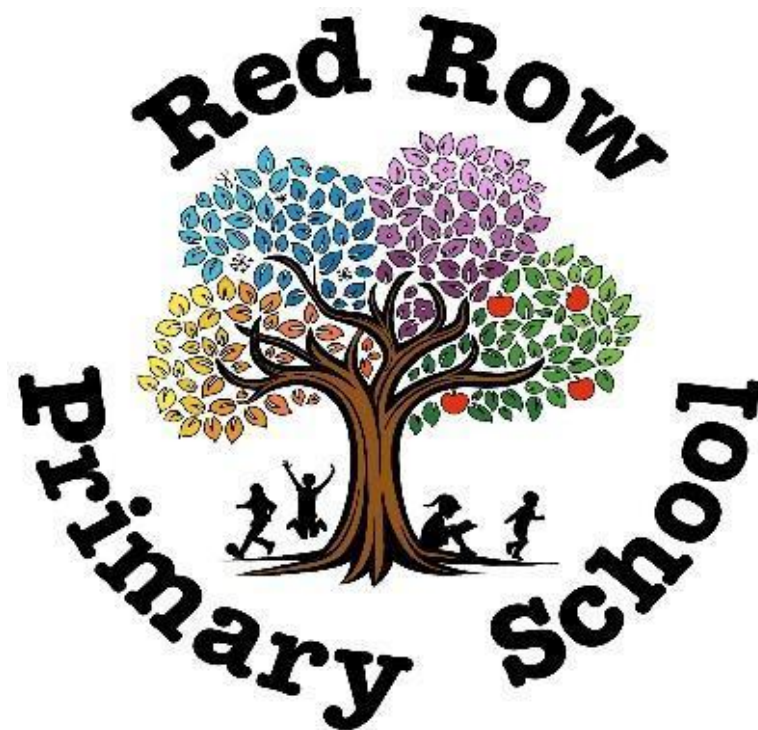
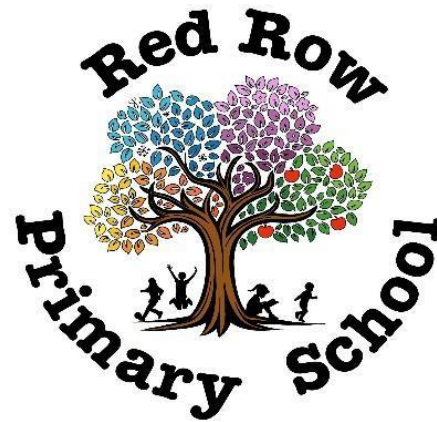




Early Years Unit: Curriculum Overview

Curriculum Overview

2 Year Old Provision: Little Acorn's



Little Acorns

The Little Acorns two-year-old provision at Red Row Primary School offers children who are eligible for funded sessions, access to 15 hours free early education. This has now been extended to working families under the new childcare expansion. The group offers a calm, safe and supportive environment that is welcoming for all children, with an additional breakout sensory space to support any additional requirements that need to be met. The team is made up of Early Years Practitioners and Early Years support staff, who support children who have been identified as needing additional support. The ratio of the group is 1 adult to 5 children, unless identified as needing 1:1 support. Children's learning is shaped and recorded through weekly observations which are shared with parents via a class dojo app and practitioners' knowledge of the child, which is supported through positive adult/child relationships. Children who have been identified as requiring additional support, have individual action plans for staff to support children reaching targets, these plans are made from targets set by Early Years Practitioners and external agencies such as, speech & language, portage & preschool, and the school SENCO. The team works closely with all outside professionals regularly, including health care professionals, the SALT team and Portage & Preschool to provide a holistic way of supporting the child and family.

Progress Report

The Little Acorn's staff will review the progress of their 'Key Children' in the group and provide parents and/or carers with a short-written summary of their child's development in the prime areas as they prepare to leave the Little Acorns group. The progress check will identify the child's strengths, and next steps. Where significant emerging concerns, or an identified special educational need or disability, are identified practitioners will work alongside the settings SENCO to develop a targeted plan to support the child's future learning and development.

Little Acorns Daily Routine

8:45 am - 9:00 am	Children arrive- Welcome Time
9:00 am - 10:20 am	Provision time/ do time (Key workers target children for individualised planned activities)
10:20 am	5 minute warning then Tidy up time
10:25 am	Tidy up Time
10:30 am	Snack and story of the week
10:45 am	Outside (Key workers target children for individualised planned activities)
11.30am	Song bag time/recall time
11:45 pm	Home time

Welcome Time

The children are welcomed into the group by the Early Years Practitioners. As they come in the children are encouraged to self register then sit on a mat. The session begins by singing a welcome song, and referring to the message board, firstly to identify the special helper. This supports name recognition and a sense of self. Each child has a turn being a special helper following a rota to support them knowing when it is their turn. Each child is marked by saying “good morning (child name)”. This supports children to recognise who is in and prompts conversations for who is missing and why? Next the children will join in with the days of the week song and weather song, where the special helper is encouraged to identify the weather. Children are asked about their feelings, if they are feeling ‘happy’ or ‘sad’ with the use of speech and Makaton signs. Then the special helper will ask their peers what they would like to drink for a snack and mark it on the board, this is then counted with the whole group to promote mathematical skills. Throughout welcome time children's communication is supported with the use of simple visual cue cards and Makaton signing.

Large group time (circle time)

Large group time (circle time) builds a sense of community for the children where they join together with other groups from the nursery to share movement activities, songs, interactive stories, share special news and learn about the world around them with special circle times throughout the year learning about celebrations such as Easter, Diwali and Chinese New Year.

Provision Time

During this time the children are given an extended period of play time to explore the environment and resources available with adults modeling play, observing and scaffolding play strengths and encouraging friendships. This time is an opportunity for staff to model specific skills, introduce new vocabulary and expose the children to new resources and experiences. During this time the adults observe the children and assess how to move them forward in their learning and what they need support in.

Snack Time

Snack time allows the children to enjoy a variety of fruit and savory snacks such as breadsticks or crackers and promotes independence as the children choose milk or water to drink. It aids social skills and is a relaxed time for the children where classical music is played as they eat and drink.

Story Time

Adults read with the children every day often within the provision. Occasional group story time. We have a 'Book of the week' from our reading spine which is shared with the children throughout the week.

Song Time

The session ends with a song bag sing-along-time, where children have the opportunity to choose a familiar song from a bag, and take it in turns to choose a prop. Song Time offers the children the opportunity to be fully immersed in music. The children use musical instruments, listen to music, are encouraged to move and dance along to the music and join in with actions.

Friendships

Practitioners promote and aid the children to make friendships and to take the lead from others as their role models. Friendships benefit children by creating a sense of belonging and security. By sharing experiences, feelings, and interacting with one another, children learn how to meet the social needs of others and of their own. They learn how to take turns, share, and include others at home and in nursery.

Year Curriculum Plan – Prime Areas of Learning

	Communication and Language	Personal, Social and Emotional Development	Physical Development
First Term	To use gestures and single words to engage with others. Imitate words, sounds and gestures. Express needs. To follow simple instructions. To be aware of visual aids. To use familiar words and phrases during play. Focus with intent on an activity of their own choice. To be able to listen to others for up to one minute. Show an interest in play with songs and sounds.	Settling into their new environment. Making relationships with familiar adults. Engage with others through gaze, gesture and sounds. Beginning to follow some routines. Begin to respond to boundaries and rules. Separate from main carer. Begin to recognise own self and belongings. Beginning to show some independence skills (help to take own coat off).	Show high interest in filling and emptying containers. Show an interest in messy / sensory play. To pull self-up on large play equipment. To squat with readiness to play. To balance – to walk. Use gross motor skills to push and pull objects. To walk up stairs using two feet to one step. Pick objects up using whole hand grasp. To begin to balance blocks on top of each other. Enjoy moving around indoors and outside.
Second Term	Begin to put words together to form basic sentences. Begin to ask 'w' questions. Recognise and point to objects they are asked about. Listen to and enjoy basic songs, stories and jingles. Begin to listen to others with interest. Focus with intent on an activity chosen by adults. To understand sentences with 2-part instruction. Begin to understand simple questions. Recognise and respond to familiar sounds.	Find ways to calm themselves. Begin to express a range of emotions. Begin to show interest in other's play. Play alongside others involved in the same interest. Begin to share resources with others. Be aware of and able to follow most of the routine. Show understanding of rules and boundaries. Showing more independence and beginning to help self with dressing / undressing. Begin to show interest in toilet training.	Begin to show control is using basic tools like rolling pins and musical instruments. Show confidence in climbing on large play equipment. To balance on large play equipment. Use chunky mark making tools to create circle and line shapes. Build and balance with various size blocks. Push and pull big objects. Enjoy starting to throw and kick balls. To walk upstairs using alternative feet, holding onto a rail.
Third Term	Use simple sentences. Understand more complex sentences. Make themselves understood. Develop and hold a conversation with another	Begin to manage emotions. Be able to see self as a separate person. Play alongside and sometimes with others. May begin to form friendships.	Show good control over using tools and objects. Move freely both inside and outside in a range of ways (running, jumping crawling, rolling). Jump using both feet together.

	even if jumping from topic to topic. Listen to others with interest and respond to what they are saying. To use basic language to describe sensory exploration. Listen to and follow a story using pictures as support.	Confidently share resources with others. Confidently follow and understand routines. Be independent with most self-help skills.	Use a variety of mark making tools to create marks (paint brushes, pens, pencils, crayons). Begin to show preference for dominant hand. Begin to use fingers and tips of fingers to grasp objects.
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Year Curriculum Plan – Prime Areas of Learning

Two Year Olds - How this will be met

	Communication and Language	Personal, Social and Emotional Development	Physical Development
First Term	When talking to young children give a good response time (up to ten seconds) Show a genuine interest, join in and respond to words and gestures used by the children. When children use language, adults to repeat to reaffirm. Encourage children to use their gestures and words to express what they want. Ask questions relating to what you can see and then wait for an appropriate response. Provide simple instructions with the command at the end To introduce and use visual key rings and	Each child will have a key worker (familiar, secure adult) to whom they will build up a strong relationship with Speak with parents/carers to gain background information on the child that might help them to settle such as comforters, interests and dislikes Take the lead of the child as to how well they will settle, build up time if necessary Providing lots of opportunities to interact with others and explore their bodies and objects around them Encourage children to make choices, starting with limited options so they are not overwhelmed ("Would you like the red train or the blue train?") Establish a strong routine from day one so that it	Provide lots of opportunities for emptying and filling with a range of containers and resources (buckets, scoops, cups, bowls, bags, sand, water, sensory, small resources like stones, gems and play food) Provide groups times and activities during play where sensory and messy play can be explored (shaving foam, jelly, water, sand, rice, lentils, noodles, gloop). Provide specific outside time for exploration of large equipment like the climbing frame, slide and tunnel (the adult with model and support exploration) Provide soft play for exploration Provide trampoline Provide large and small wheeled toys to use indoors and outside (cars, trains, trucks, wheelbarrows, prams)

	timetables throughout sessions and at group times so children become familiar with these Adults to show a genuine interest in the play and interests of the children, providing next steps and enhancements to play Have focused group times where an adult or child is speaking and others are waiting and listening (holding and passing an object can help focus) Provide lots of opportunities during play and adult led teaching for songs, jingles, stories and musical instruments Provide lots of opportunities for small world play, adults to provide language and modeling	becomes familiar to the children. Use visual timetables to break the day down, taking away each transition to show it has happened. Be consistent in approach to expectations (all staff do the same) Have mirrors in the environment for children to explore what they look like Have pictures of children on their peg and tray so they can recognise what is theirs and where it goes Encourage independence with hand over hand to take off slippers and unzip coat Have resources stored at child level which are easily accessible for their own choosing.	Provide big blocks and tubes through continuous provision for building and balancing with (adults to model play) Provide lots of different things for children to grasp, hold and explore, like clay, finger paint, spoons, brushes, shells.
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Second Term	Wait for the child to speak or communicate with a sound or a look first - so that they are leading the conversation. When responding, expand on what has been said (for example, add a word) Create opportunities for exploration and questioning (natural resources, small world play, pictures and signs in the environment) Adults to ask lots of simple questions and wait for and be attentive to responses. Provide lots of opportunities through play	Introduce the coat trick, working with the child each session to build up independence skills Encourage children to put away/collect their own belongings Encourage children to hang their own coat up and to put their slippers in their tray (some guidance may be needed here) Provide a 'cosy area' where children can relax and regulate themselves when upset or tired Encourage children to make choices, provide more	Provide rolling pins, musical instruments, basic play tools like hammers and saws through continuous provision (adults to model use of) Continue to provide specific outside time for exploration of large equipment like the climbing frame, slide and tunnel (there should be less need for adult support here) Provide basic obstacle courses for balancing across and climbing up and down Have a variation of chunky mark making tools in the indoor and outdoor environment for use (crayons,
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	and adult led teaching where children can listen to and join in with songs, rhymes, jingles and stories Provide lots of opportunities for shared play where conversations take place and children can share their interests with one another. Create interesting and engaging group times where listening is required (song box, story stack, sand stories) Adults to give instructions to children that have 2 parts, emphasising, the main points ("Go put your slippers away and get your wellies" "slippers away, get wellies") Play listening games that involve real objects (sound box-horn, bell, rattle)	availability ("I have lots of trains, which colour would you like?") Continue to use a strong routine that children can now follow with simple instructions of what is coming next Continue to use a visual timetable to break the day down, with an adult or child taking away each transition to show it has happened Be consistent in approach to expectations, explaining what you expect and why (all staff to do the same) During play encourage turn-taking. Initially with an adult and then with another child ("my turn, your turn, _____ turn")	chalks, pencils) Provide brushes and water/paint outside to encourage mark making Provide big and small blocks and tubes through continuous provision for building and balancing with (adults to model play and extend children's play) Provide a range of resources for throwing such as sponges, pompoms, cotton wool, sensory balls Provide large objects for transport like tyres, wheelbarrows, blocks, prams Continue use of soft play to encourage new ways of moving, balancing and climbing.
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Third Term	Encourage children to use their language throughout play and for a means of communicating with others, giving time for them to expand and providing responsive language that will hold a conversation Ask complex sentences that may require a two-part response but remember to not ask too many questions (4 comments to 1 question) Provide opportunities for children to express themselves (likes/dislikes/friends/experiences)	When children show different emotions, comment on what you can see, ask what has made them feel that way ("I can see you're crying. What has made you cry?") Talk about what could change the way the child feels Offer comments and questions about our uniqueness Be open to what children say about differences and answer their questions straightforwardly Help children develop positive attitudes towards diversity and inclusion Support children to find ways to join others' play by	By this point children should know how to use objects and tools for a purpose through continuous role modelling during play or adult led teaching Continue to provide specific outside time for exploration of large equipment like the climbing frame, slide and tunnel. Have races (after time introduce running with an object) Provide more complex obstacles courses for balancing across, over, under and climbing up and down
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	Model and encourage descriptive language through activities such as messy play (soft, smooth, hard, rough, squishy, etc.) Offer children a daily story time as well as sharing books throughout the session (repeat the book for a week - story of the week) Share picture books everyday with children Encourage them to talk about the pictures and the story with adults commenting on the pictures.	watching or offering a toy to another child Without limiting resources, provide a varied amount so that children share and take turns Encourage children to use the coat trick and to put on or take off their own belongings	Provide trampoline Introduce sticky kids to encourage new ways of moving Provide a variety of mark making tools to create marks indoors and outside through continuous provision (paint brushes, pens, pencils, crayons, chalks) Provide activities that require more precise grasping such as threading, peg boards, using tweezers to pick up pom-poms
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In the Little Acorns we use a range of books and authors and we link our key texts closely to related rhymes and use of instruments for a multi-sensory experience.





Meg and Mog Collection
Thats not my.... Collection

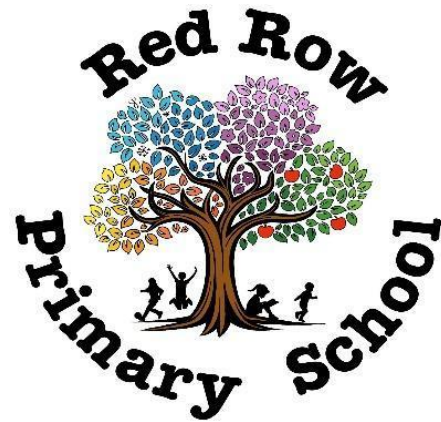
Core songs

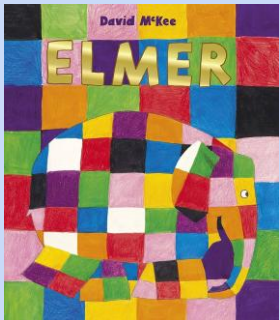
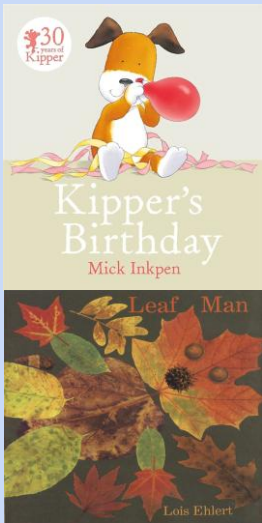
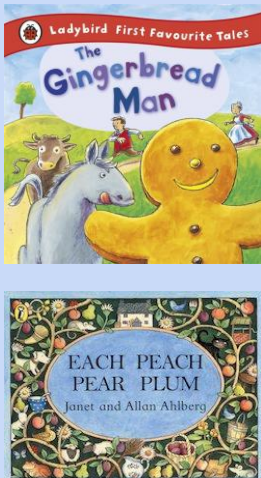
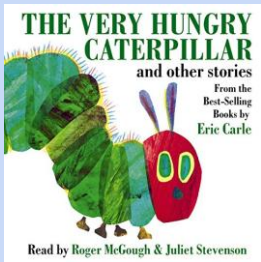
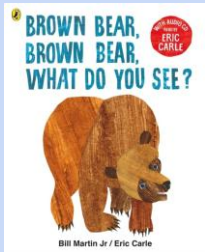
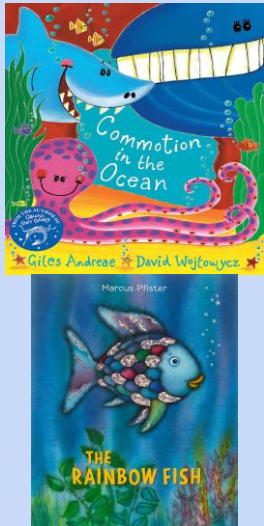
5 songs to know fluently by the end of 2YOS:

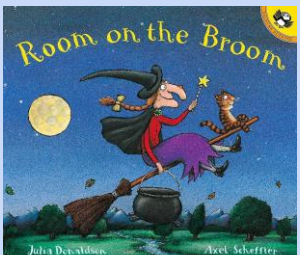
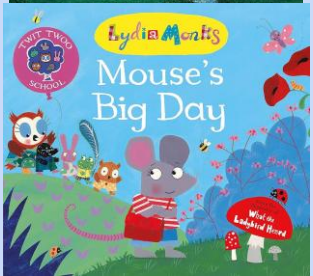
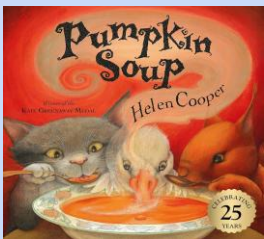
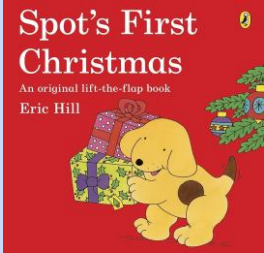
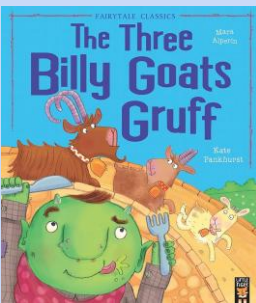
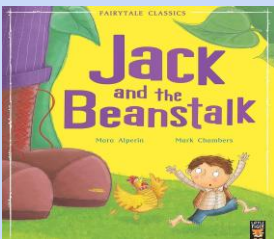
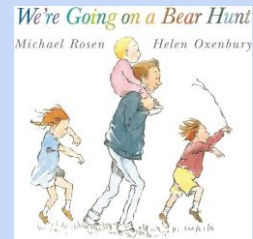
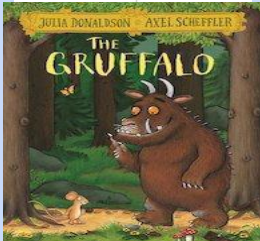
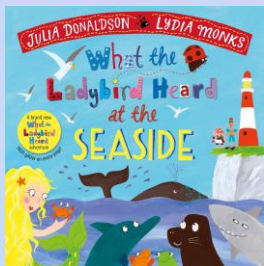
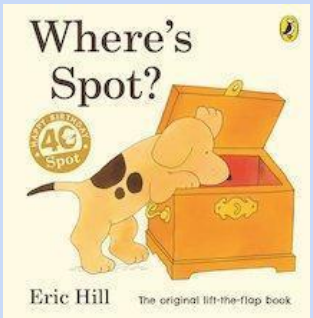
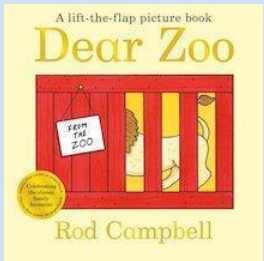
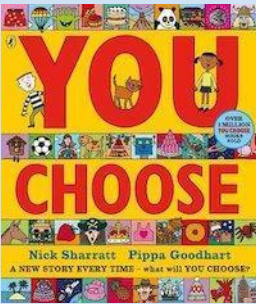
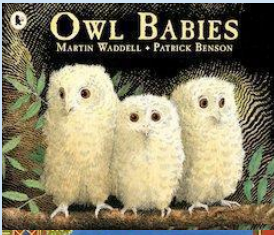
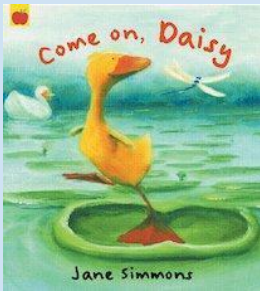
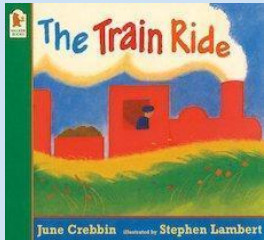
Humpty Dumpty
Baa Baa Black Sheep
Twinkle Twinkle Little Star
Miss Polly had a Dolly
Incy Wincy Spider

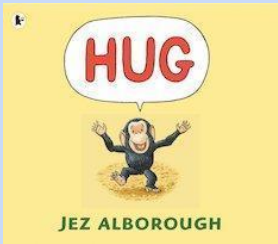
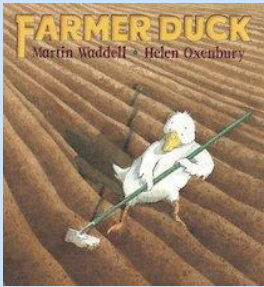
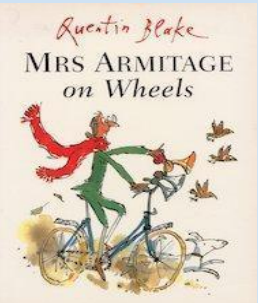
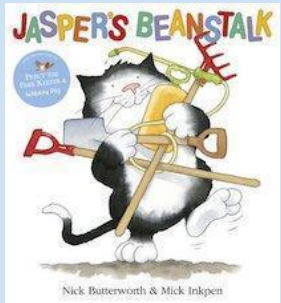
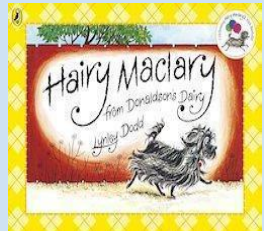
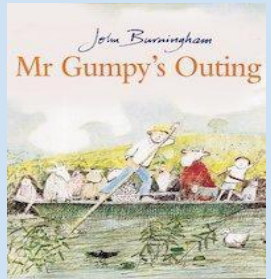
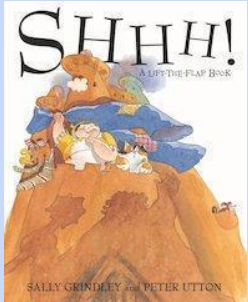
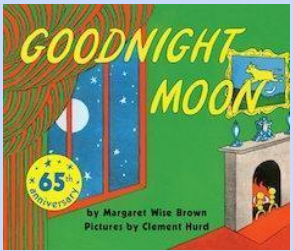
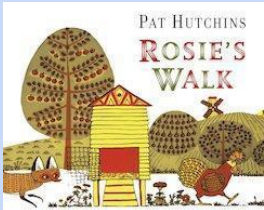
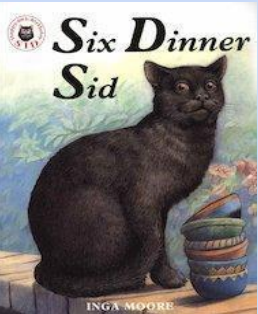
If You're Happy and You Know It
Tommy Thumb
The Wheels on the Bus
Zoom Zoom
Old MacDonald had a Farm
Wind the Bobbin Up
5 Little Speckled Frogs
5 Little Ducks
5 Currant Buns
5 Little Men in a Flying Saucer

Nursery



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics (General Themes)					
Marvellous me!	Let's Celebrate!	Once upon a Time!	Growing and Changing!	Kindness	Under the Sea
Key vocabulary: classroom, routines, expectations, family, baby, adult, growing, feelings, emotions, happy, sad, angry, worried	Key vocabulary: celebration, birthday, christmas, halloween, bonfire night, diwali, autumn, seasons	Key vocabulary: story, character, setting, body parts, fruit, vegetables	Key vocabulary: spring, easter, life cycles, plants, seeds, bulbs, water, sun, plants we can eat, how people grow	Key vocabulary: sharing, kind, brave, together, friends, family	Key vocabulary: sea, world, creatures, summer, farm animals, environment,
Literacy					
Core Text:	Core Text:	Core Text:	Core Text:	Core Text:	Core Text:
			 		

 	 			 	
Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:
			 		

					
 					
Handwriting following the Letter Join scheme					

Spirals and Circles, Lines and Diagonals, Jellies and Zig Zags, Loopies and Waves

To demonstrate confidence in gross and fine motor skills
To introduce vocabulary to describe pre-cursive patterns
To form pre cursive patterns correctly
To sit correctly for handwriting and hold a pencil using a tripod grip.

Phonic Phase 1

To develop awareness of the sounds of familiar objects.
To explore a variety of sounds in the environment.
To be able to choose appropriate words to describe familiar sounds.

Core Songs

1,2,3,4,5 Once I caught a fish alive
A Sailor Went to Sea
Baa, Baa, Black Sheep
Down at the Station
Hey Diddle Diddle
Hickory, Dickory Dock
Humpty Dumpty
Incy Wincy Spider
Jack and Jill
Mary Mary Quite Contrary
Miss Molly had a Dolly
One, Two Buckle my Shoe
Pat a Cake
Ring a Ring a Roses
Round and Round the Garden
Row, Row, Row your Boat
The Grand Old Duke of York
The Wheels on the Bus
Twinkle, Twinkle Little Star
Wind the Bobbin Up

Little Wandle (Foundation for Phonics)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonological Awareness Rhyme time (Core songs as listed above) • listen carefully to sounds and describe them • recognise and make rhymes • identify syllables within words • join in and recite nursery rhymes. • understand alliteration	Phonological Awareness Rhyme time (Core songs as listed above) • listen carefully to sounds and describe them • recognise and make rhymes • identify syllables within words • join in and recite nursery rhymes. • understand alliteration	s a t p i n m d What's in the box? and Blend from the box.	g o c k e What's in the box? and Blend from the box.	u r h b f l What's in the box? and Blend from the box.	j v w y z What's in the box? and Blend from the box. q u c h c k x s h t h n g n k What's in the box? and Blend from the box.
Maths (MrsMactivity)					
Autumn	Spring		Summer		
Number Compare quantities using language 'more than', 'fewer than' Compare quantities using language 'more than', 'fewer than' Hear and say some numbers, not always in the correct order. Sing simple number rhymes (1,2,3,4,5 once I caught) Begin to order number names.	Number Count and recognise amounts up to 3. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Sorting numbers into groups. Recognise 1,2 and 3 in different arrangements. Numeral Patterns Exploring position through words alone – for example, "The bag is under the table," – with no pointing. Discuss routes and locations, using words like 'in front of' and 'behind'.		Number Number & Counting Begin to say number names in order up to 5. Begin to count objects reliably up to 3. Match number words or actions to small sets of objects. Comparing & Sorting Use words such as more/fewer/same to compare groups of objects.		

Count when there is 1 object in a set. -Show number 1 on their finger Recognising 1, 2 and 3. Numeral Patterns Make comparisons between objects relating to size, length, weight and capacity. Building and exploring with shapes and objects. Recognise and create matching simple patterns made up of shape or colour. Talk about and identify the patterns around them Using informal language like 'pointy', 'spotty', 'blobs', etc. Join in with repeated actions, songs and routines. Explore position and shape.	Extend and create ABAB patterns – stick, leaf, stick, leaf Notice and correct an error in a repeating pattern Sorting numbers into groups. Matching, talking, pushing and pulling. Comparing and sorting objects into groups.	Sort collections by simple attributes (e.g. colour, size). Shape, Space & Measure Recognise simple 2D shapes (circle, square, triangle) in play and the environment. Use positional language (e.g., <i>on</i>, <i>under</i>, <i>next to</i>, <i>in front of</i>) in context. Pattern Recognise and copy simple repeating patterns (e.g., AB). Begin to create own simple repeating patterns with objects.
Understanding of the World		
Autumn	Spring	Summer
Past and Present Begin to make sense of their own life story and family's history. Can identify a photo of themselves as a baby, and one of them now. Understands that they have had a birthday and that they are older now People, Culture and Communities	Past and Present Understands that their parent/carer was a baby once and they have now grown up Can recall an event from their own past People, Culture and Communities Show interest in different occupations Understands that people have different families	Past and Present Begin to make sense of their own life-story and family's history. Can talk about a photo of their parent/carer from the past Can sequence photos in age order e.g. baby, adult, old person People, Culture and Communities Develop their sense of responsibility and

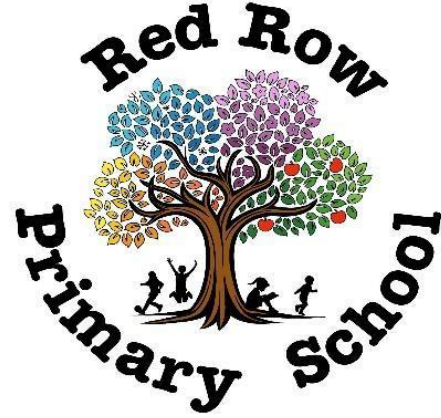
To talk about my family and people who are important to me. Making connections between the features of their family and other families. Notice differences between people. Festival and celebration activities including Diwali, Bonfire Night, Remembrance Day, Christmas. The Natural World Exploring natural materials, indoors and outside. Explore collections of materials with similar and/or different properties. Use all their senses in hands-on exploration of natural materials. Begin to notice changes in my natural environment. E.g. Autumn Begin to understand the need to respect and care for the natural environment and all living things.	The Natural World Understand the key features of the life cycle of a plant (sunflower/ bean) and an animal (caterpillar) Plant and look after a seed and talk about what it needs to grow To use all of my senses in the hands-on exploration of materials. To know the names of common fruit and vegetables from snack: carrot, apple, banana, orange, tomato, raisins To identify the correct body parts: head, arms, legs, hands, feet, fingers, toes.	membership of a community Talk about places they have visited Know that there are different countries in the world. Talk about different countries and the differences they have experienced or seen in photos. The Natural World Talk about environments in stories Learn the names of farm animals and their babies Talk about and describe changes in their environment Talk about the features of the seaside Learn the names of some animals at the seaside
Expressive Arts and Design		
Autumn	Spring	Summer
Creating with Materials Use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) Explore different materials freely, in order to develop their ideas about how to use them and what to make. Take part in simple pretend play, using an object to represent something else even though they are	Creating with Materials Observe and talk about the creations of Piet Mondrian, shapes lines and colours. Join different materials and explore different textures. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Creating with Materials Develop their own ideas and then decide which materials to use to express them. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Draw a person with identifiable features

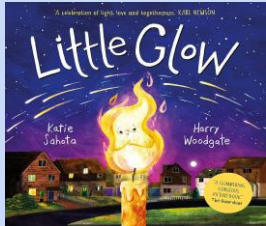
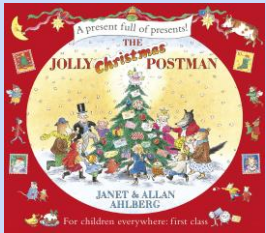
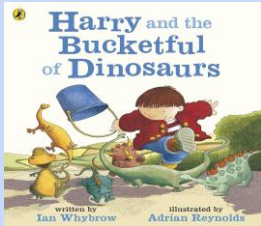
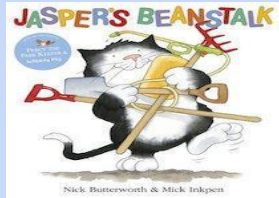
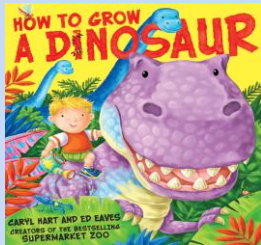
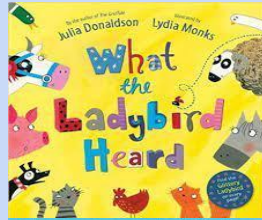
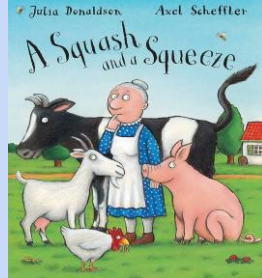
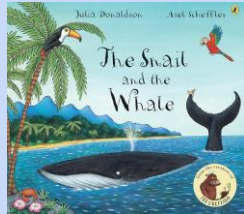
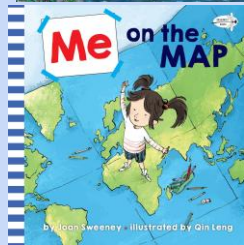
not similar. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises. Manipulate playdough (roll, knead) Explore colour and colour-mixing - powder paints Print with simple objects. Being Imaginative and Expressive Listen with increased attention to sounds Plays with friends and suggests ideas for games Crafts Self portrait Family portrait Leaf printing Firework pictures Christmas Cards Calendars		Begin to use representation to communicate e.g. drawing a line and saying “That’s me” Draw with increasing complexity and detail, such as representing a face with a circle and including details. Manipulate playdough (cut, squeeze, pinch) Explore colour and colour-mixing - acrylic paint Draw with a pencil, adding finer details Paint with sponges, brushes, twigs, etc Being Imaginative and Expressive Remember and sing entire songs Leads play and can extend play using different experiences Crafts Family portrait Mini beast art (hand paint spiders, finger paint caterpillars) Mothers day cards Easter		Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing - talk about what happens when they mix 2 colours. Paint/draw an object, e.g. a sunflower Being Imaginative and Expressive Create their own songs, or improvise a song around one they know. Explores the sounds of different instruments Crafts Family portrait Sand pictures Seaside scenes	
Communication and Language These will be taught continuously across the year.					
Settling in activities and making friends Show an interest in the lives of other people Respond to their name and change	Follow two-step simple instructions with visuals Concentrate for slightly longer periods of time Join in with a small group Remember	Speak in 2/3/4 word sentences Understand more simple questions and answer appropriately Express their desires, feelings and needs	Begin to understand and ask why and how questions Remember and use new words Engage in imaginary role-play	Explain their own thinking and ideas Describe story settings and characters Join in with repeated lines and phrases Speak in longer sentences	Communicate effectively with their adults and peers Follow three-step simple instructions, sometimes without visuals Anticipate key events in

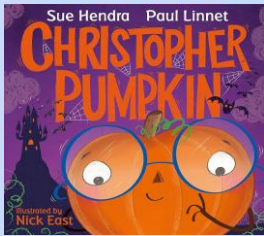
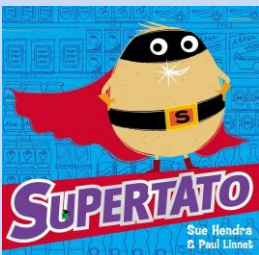
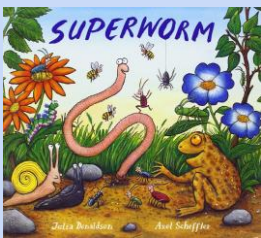
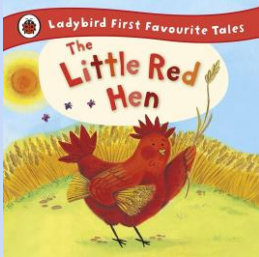
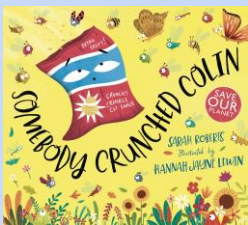
activity when encouraged Use everyday words to talk about people they know Follow simple instructions with visuals Listen and respond to adults and peers	and join in with stories and rhymes	Begin to hold two-way conversations with adults and peers	and sometimes build stories around objects and toys	of up to 6 words Use language as a powerful means of widening contacts and sharing feelings	stories Take turns in small groups Ask simple questions and wait for a response
Physical Development These will be taught continuously across the year.					
Autumn	Spring		Summer		
Gross Motor Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Fine Motor Use one-handed tools and equipment, for example, making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork. Fit the pieces of a puzzle together	Gross Motor Go up steps and stairs, or climb up apparatus, using alternate feet. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Fine Motor Use tools for mark making with control Grip using five fingers or, preferably, two fingers and thumb for control Use tweezers Use tools effectively in playdough e.g. cutters/rollers		Gross Motor Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Fine Motor Use a four-finger grip to hold a pencil/begin to use three fingers (tripod grip) to hold a pencil Use pincers, tweezers and threading equipment with increasing control and confidence Use scissors effectively to cut straight lines in paper		

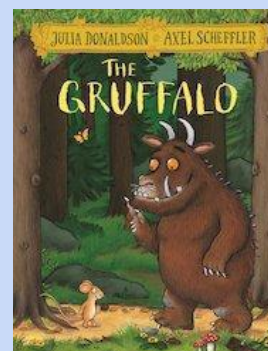
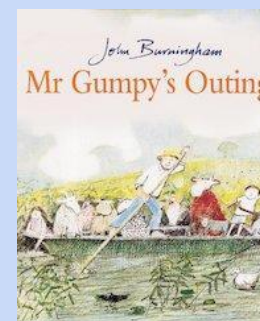
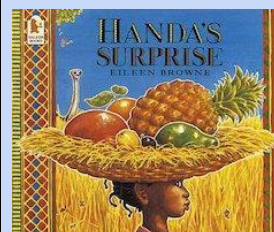
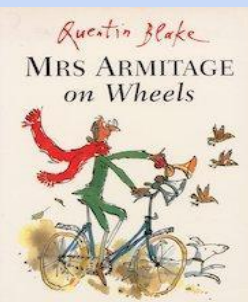
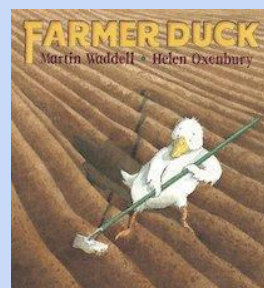
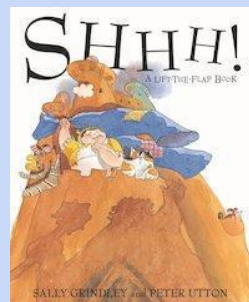
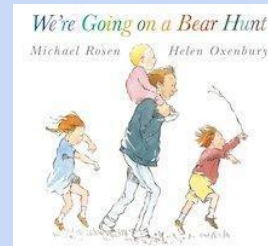
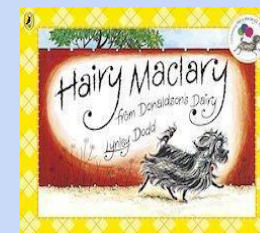
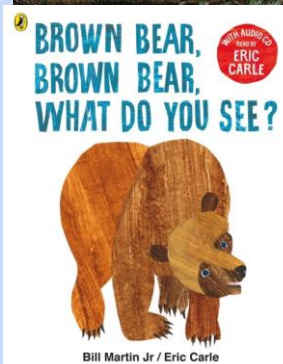
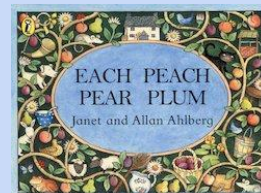
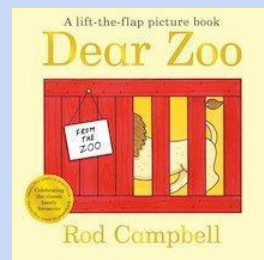
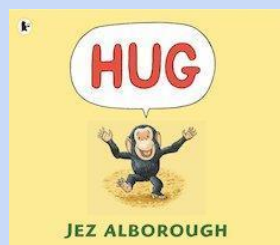
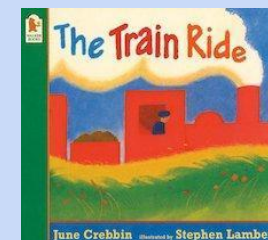
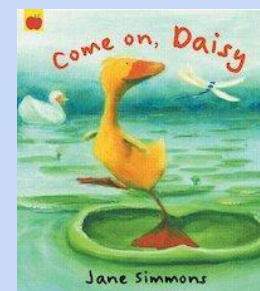
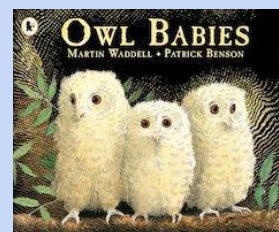
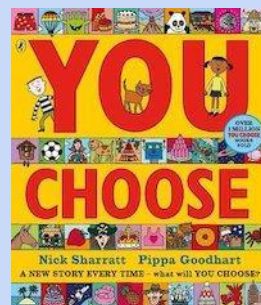
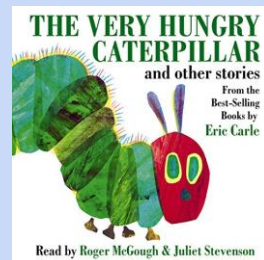
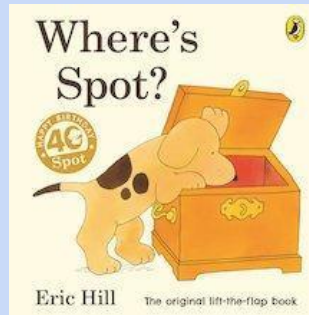
Pick up tiny objects using a fine pincer grasp Use one-handed tools and equipment e.g. make snips in paper with child scissors Dough Disco Squiggle as you Wiggle	Take off and put on own shoes (not laces) Can drink with one hand Can draw a 'face' Dough Disco Squiggle as you Wiggle	Show a preference for a dominant hand Can attempt to zip up own coat Dough Disco Squiggle as you Wiggle
PSED These will be taught continuously across the year.		
Autumn Has a friend that they like to play with If others are playing alongside, they begin to join in with their play. Begins to understand that there are rules that we have in school and they are supported to follow them Begins to negotiate with another child to keep the play going. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them Talk about their feelings using words like 'happy', 'sad' and start use other terms like 'angry' or 'worried'.	Spring Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important Become more outgoing with unfamiliar people, in the safe context of their setting. Begin to understand how others might be feeling in different situations Understand why it is important to share	Summer Talk with others to solve conflicts Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.

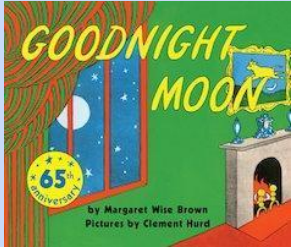
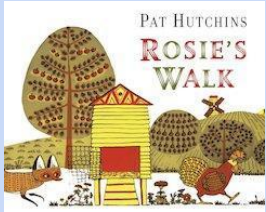
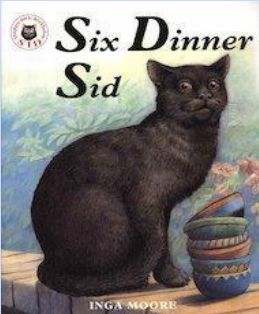
Reception



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics					
All About Me	Celebrations	People who help us	Watch me grow!	Down on the Farm	Around the World
Key Vocabulary: Self portrait, similarities, differences, respect, friendships, culture, family, unique, past, present, family, relationships	Key Vocabulary: celebration, nativity, remembrance, Diwali, Rangoli, respect, community, shadow, light, dark, source, reflect, design, God, Jesus	Key Vocabulary: differences, occupations, helping others, local community	Key Vocabulary: flowers, plants, grow (th), leaf, stem, petal, water, soil, sunlight, planting, life cycle, seeds, beanstalk minibeasts, life cycle, environment, habitat, insect	Key Vocabulary: farm, animals, habitats, offspring, farm animals, woodland animals, wild animal	Key Vocabulary: sea, sea animals, recycling, pollution, maps, globe, world, street, signs, local area, town, country, buildings, houses, atlas, google maps, area
Literacy (Reception)					
Core Text:	Core Text:	Core Text:	Core Text:	Core Text:	Core Text:
	 		 	 	 

 					
Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts
Individual Readers	Individual Readers	Individual Readers	Individual Readers	Individual Readers	Individual Readers
Individual Readers	Individual Readers	Individual Readers	Individual Readers	Guided Reading	Guided Reading
Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:



					
Handwriting following the Letter Join scheme					
Phonic Phase 1 To develop awareness of the sounds of familiar objects. To explore a variety of sounds in the environment. To be able to choose appropriate words to describe familiar sounds. Phonics phases 2,3,4,5 To be able to demonstrate good sitting and listening skills. To be able to recognise and say the sounds in phases 2,3,4,5 To be able to write the grapheme associated with the sound. Introducing Easy Letters and Easy Words i, l, t, u, w, e, c, o, a, d, n, m, h, To know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form lowercase letters correctly. To write words using correct joins between each letter. Introducing Harder Letters and Harder Words j, y, g, q, b, p, q, v, s, r, f, x, z, To know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form lowercase letters correctly. To write words using correct joins between each letter.					

Little Wandle Phonics					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
s a t p i n m d g o c k c k e u r h b f l	ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)	ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end	Short vowels with adjacent consonants • CVCC CCVC CCVCC CCVCV CCVCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /d/ –er, –est /id/ /ed/, –est	Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCVCVCC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /d/ –er, –est • longer words and compound words
Tricky Words	Tricky Words	Tricky Words	Tricky Words	Tricky Words	Tricky Words
is, I, the	put* pull* full* as and has his her go no to into she push* he of we me be	was you they my by all are sure pure	Review all taught so far	said so have like some come love do were here little says there when what one out today	Review all taught so far
Maths (MrsMactivity)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Baseline Assessments Compare quantities using language 'more than', 'fewer' than'. Compare length, weight and capacity Continue, copy and create repeating patterns	Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Link the number symbol (numeral) with its cardinal number value. Subitise.	Addition and subtraction numbers to 5 - introducing zero - Number bonds to 5 Addition and subtraction numbers to 10 -Counting to 6, 7, 8, 9, 10 Number and Place Value Numbers to 10	Recall number bonds for numbers 0–5 and some to 10. Explore the composition of numbers to 10. Addition and subtraction to 10 Number bonds to 10 using	Number and Place Value - numbers to 20 -verbally count beyond 20, recognising the pattern of the counting system. Recall number bonds for numbers 0–5 and some to 10. Select, rotate and	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

Count objects, actions and sounds Numbers past 5. Addition and subtraction sorting into groups Link the number symbol (numeral) with its cardinal number value. Recognition of up to 3 objects, without having to count them individually ('subitising'). Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language.	Count objects, actions and sounds. Number and Place Value comparing groups - comparing groups of identical and non-identical objects Addition and Subtraction - change within 5 - understand one more and one less relationship between consecutive numbers. Explore the composition of numbers to 10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language	Comparing groups up to 10. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Experiment with their own symbols and marks as well as numerals. Numerical patterns - doubling - halving and sharing - odds and evens Compare length, weight and capacity	a ten frame. Number bonds to 10 using a part whole model Talk about how numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Solve real world mathematical problems with numbers up to 5 Numerical patterns - doubling - halving and sharing - odds and evens Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Continue, copy and create repeating patterns Geometry - shape and	manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Geometry - exploring patterns -make simple patterns -make more complex patterns Numerical patterns - doubling - halving and sharing - odds and evens	quantities can be distributed equally Spots patterns in the environment, beginning to identify the pattern "rule". Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Multiplication and division Numerical patterns - doubling - halving and sharing - odds and evens
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			space - spatial awareness - 3D shapes - 2D shapes		
Understanding of the World					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Natural World					
Weather Changes Discuss change in weather linked to autumn. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.	Electricity, sound, light, forces Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water. Explore how things work. Explore and talk about different forces they can feel (push and pull)	Materials Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Name some common material such as paper, wood, metal, glass, fabric. Compare the properties of different materials such as paper, wood, metal, glass, fabric.	Plants and Growing Discuss the importance of plants, trees, crops etc. and how we are able to look after our planet. Identify key parts of a plant. E.g. roots, stem, leaves, petals Look at the lifecycle of a flowering plant. Explain how we need to look after plants to help them to grow. e.g. sunlight, water Begin to understand the need to respect and care for the natural environment and all living things.	Living Things and their Habitats Examine minibeasts and their habitats Identify minibeasts based on their characteristics. Identify features that make a creature an insect. Observe and document the life cycle of caterpillars. Review how to care for living things (animals and plants) Explore the name of animals and their offspring things	Earth and Space Explore space (planets, the moon, stars). Explore the life of an astronaut (what life is like in space, how they do every day things like eat, sleep, etc.). Recognise some environments that are different to the one in which they live. Describe different planets and talk about their similarities and differences.
Past and Present					

Using photos to compare themselves as a baby and now they are at school. Use photographs of family members to create a family tree. Be able to name parents, siblings and grandparents as parents of parents. Sequence key memories that have happened in my life.	Remembrance Day Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Talk about someone you know who is brave.	Talk about the different occupations that familiar adults and members of their community have. Understand the past is made of events that have already happened. Share stories and talk about events in the past. Comment on images of familiar situations in the past (Touch upon the Moon landing and link to familiar stories – Whatever Next).	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.	Talk about key roles people have in society both in the present and past. The Royal Family / Prime Minister etc. Explore and talk about pictures, stories and information books on the theme of royalty. Sequence images to create timeline of their lives so far.	Describe features of objects, people, and places at different times and make comparisons. Talk about what is the same and different. (Pirates / Dinosaurs) Look at their year in Reception through use of floorbooks
People, Culture and Communities					
Show a positive attitude in talking about and explaining the differences between people. E.g. we all look different, we all enjoy different things. Understand that some places are special to members of the community (our houses, church, water tower, beach). Understand all families are	Recognise that people have different beliefs and celebrate special times in different ways. To describe, explain and recall traditions or events with family or friends e.g. bonfire night and Halloween. Know about different	Look closely at and make comparisons between this country and the lives of people in other countries within the world (The Arctic, Antarctica, Chinese New Year). Recognise that people have different beliefs and celebrate special times in different ways (Easter)	Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Recognise that people have different beliefs and celebrate special	Show an awareness of the similarities and differences between people in different communities and groups from around the world. Build on knowledge of the Royal family from last half term. Recognise that people have different beliefs and	Talk about what is the same and different in life in this country and in other countries. Christianity - The Creation Story

unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage.	religious books; explore Bible stories Articulate why Christians celebrate Christmas Describe family Christmas Traditions.	Talk about and compare different occupations in our local community.	times in different ways.	celebrate special times in different ways.	
Geography The Local Environment and Contrasting Environments					
Identify and recognise the name of the town that they live in Locate where they live on a world map and know there are different countries in the world Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Follow a simple map (map of classroom, school) □	Create own maps using grid paper and symbols (x marks the spot treasure maps) Take photographs, draw simple picture maps and collect simple data during fieldwork activities. Make and use simple maps in their play to represent places and journeys, real and imagined.	Explore the wider world through images, video clips, shared texts and other resources Recognise that some environments are different to the one in which they live. e.g Antarctica Recognise, know, and describe features of different places.	Conduct fieldwork by going on walks and visits to collect information about the environment. Make and use simple maps in their play to represent places and journeys, real and imagined.	Describe how the weather, plants and animals of one place is different to another using simple geographical terms. Recognise some similarities and differences between life in this country and life in other countries.	Exploring the differences between land and water (oceans and rivers). Introduce students the problem of pollution in the oceans. Know ways to care for their local environment. Explore how people keep the oceans clean Begin to notice and talk about the different places around the world, including oceans and seas.
Expressive Arts and Design					
Creating with Materials					
Self portraits Artist: Picasso portraits and	Create natural artwork in the style of Andrew	Collage: stars Artist: Van Gogh 'A starry	Textiles: Dream Catchers Weaving	Transport Sculptures Explore, build and play	Painting: Artist: Van Gogh -

facial features. Begin mixing colours to reach a desired shade (i.e. skin colour) Know and talk about Picasso and how he represents colour with feelings Transient art faces with loose parts Represent different parts of the human body from observation, imagination or memory with attention to some details Explore different methods for joining materials such as tape and varied glue using junk modelling to represent homes in 2D and 3D form Cooking opportunities - Salt dough faces	Goldsworthy. Explore autumnal colours, green, brown, orange, red and yellow. Printing: Leaf rubbings, printing poppies, mud painting Make simple prints using fingers, hands, feet and found objects. Transient art with natural materials - threading leaves Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Design and create Christmas decorations and Christmas cards using different materials Cooking opportunities	night' Create new colours by mixing green, brown, orange and yellow pastels and paints. Cut, tear, fold and stick a range of papers and fabrics. Construct simple structures and models using a range of materials. Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences Textiles: Make Dream Catchers (sewing skills with plastic needles) Sculpture/Modelling: Make telescopes, Build rockets Cooking opportunities	Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. Knowing and using black and white to change a colours shade. Shape and mould dry and wet materials to a desired effect using paper mache. Observational drawings of daffodils/tulips Cooking opportunities	with a range of resources and construction kits with wheels and axles. Construct simple structures and models using a range of materials. Make simple prints using a variety of tools, including print blocks and rollers. Paint a landscape using chalks Draw or paint a place from observation or imagination. Cooking opportunities	Sunflowers using water colours Make detailed and accurate observational drawings of natural flowers found in our local environment including matching colours. Artist: Matisse – The Snail Symmetry paint butterflies – syringe splashes Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make 3D flowers Cut, tear, fold and stick a range of papers and fabrics. Cooking opportunities
Being Imaginative and Expressive					
Charanga Music – Me! Unit Remember and sing well-known rhymes and songs in a small group. Listen to 'Autumn' (Vivaldi's Four	Charanga Music – My Stories Unit Remember and sing well-known rhymes and songs	Charanga Music – Everyone! Unit Remember and sing well-known rhymes and songs in a small group.	Remember and sing well-known rhymes and songs in a small group. Listen to 'Spring' (Vivaldi's Four Seasons), moving to	Charanga Music – Big Bear Funk Unit Singing - Minibeast rhymes Sing 'sunshine' songs	Charanga Music – Our World Unit Learn and sing songs and rhymes as part of a

Seasons), moving to and talking about the music to express feelings and responses. Singing - Harvest songs Mark the pulse of pieces of music using body percussion. Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions. Copy, memorise and perform a repertoire of simple hand-action songs or rhymes related to themselves and the world around them.	in a small group Listen to 'Winter' (Vivaldi's Four Seasons), moving to and talking about the music to express feelings and responses Singing - Campfire songs, Christmas songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Perform at Christmas	Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.	and talking about the music to express feelings and responses. Explore pitch – high and low sounds to represent fairytale characters. Learn and sing songs/rhymes as part of a larger group.	Sing a range of well known nursery rhymes and songs. Listen to 'Summer' (Vivaldi's Four Seasons), moving to and talking about the music to express feelings and responses	larger group. Explore the different sounds that instruments and their voices can make to create simple compositions. Using instruments to copy a pattern.
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