



Our Intent

Our EYFS Intent

In our EYFS unit we want every child to have the best possible start to their learning journey at St Mary's. Our child led EYFS curriculum enables them to fulfil their potential, building a foundation for igniting curiosity and enthusiasm for learning, forming relationships, and thriving. Our Early Years team promote and expand language acquisition between children and their peers in an enabling, language rich environment. By responding to their individual interests and needs, the children are equipped to build on, extend their learning and develop secure attitudes to learning ensuring they are ready for Key stage 1.

Implementation

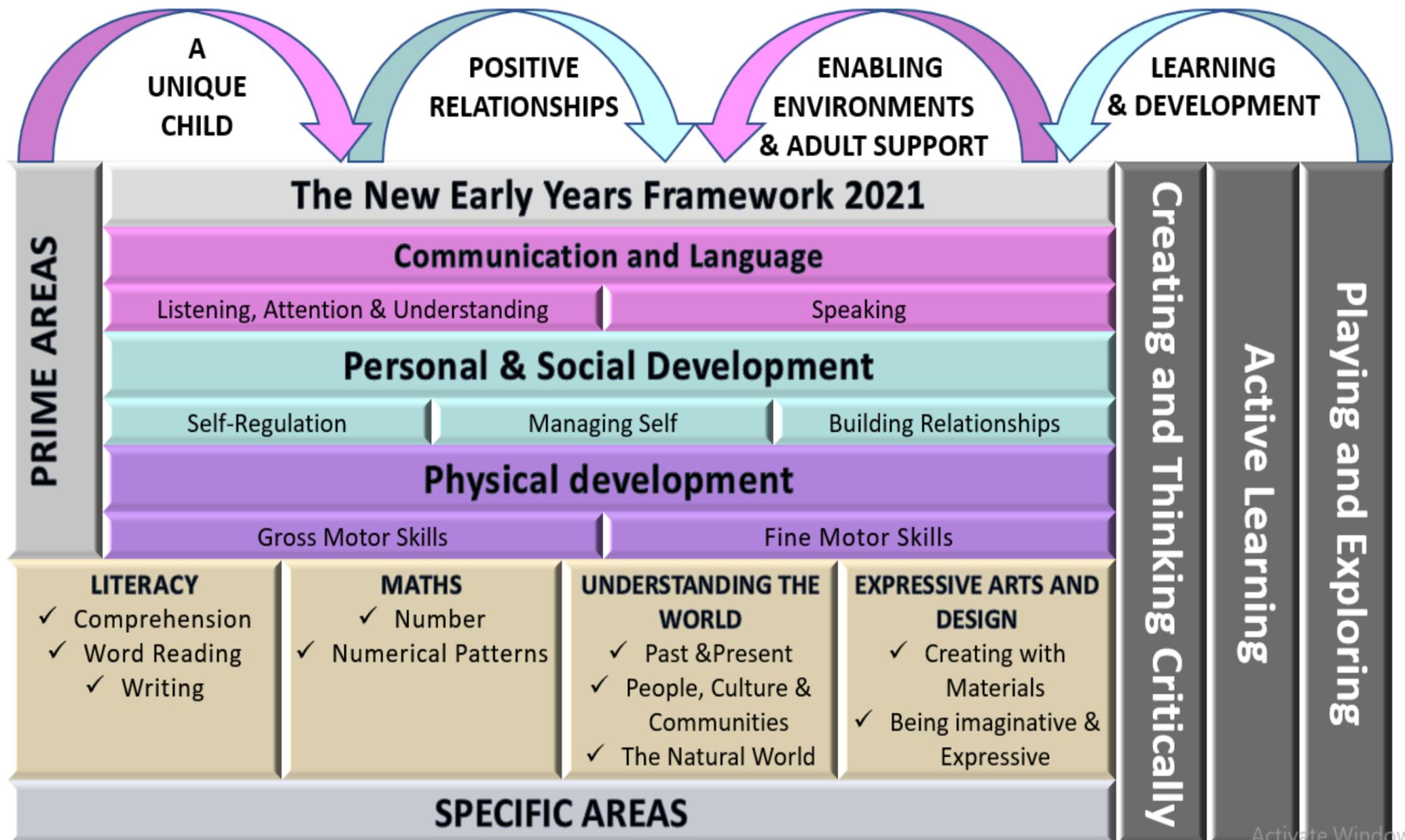
Our aspiration is to develop children who are

- good listeners and confident talkers
- able care for themselves and others
- able to move their bodies with good balance, coordination and control
- able to write a sentence that can be read by themselves and others
- number fluent
- able to read books associated with their phonic knowledge
- curious and investigative within their environment
- confident to create and perform in front of others

by doing this our children will be meeting the statutory ELGs and reach a good level of development by the end of reception.

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At St Mary's, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year." EYFS Team.

Preschool Curriculum 2021-2022



"Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests."

EYFS Team

An Baya Value	Together We Make A Difference					
St Mary's School Values	Learning with Hope Generosity will be explored in Reception and Preschool and link to our Global Themes. Other values explored throughout the school – Courage, Perseverance, Hope					
Global theme <i>Key Texts to support theme</i> Project Outcome	Identity and Diversity <i>All are welcome</i> <i>Lunch at 10 Pomegranate Street</i> Recipe book to raise funds for street food project/Donations from parents for food parcels		Sustainable Development <i>Here We Are: Notes for Living on Planet Earth & Michael Recycle</i> Respecting our Planet Recycling campaign in school		Human Rights <i>I Have the Right to be a Child & Malala's Magic Pencil</i> The Rights of a Child Raise money for a children's charity	
Knowledge and Understanding	Understanding for rules in school How can rules help us Some basic ways to avoid, manage and resolve conflict		Basic needs for human and animal life		How our own actions have consequences	
Overarching Theme	Term 1 Building friendships and relationships	Term 2 My world my feelings	Term 3 Help me help you	Term 4 The World around me	Term 5 Watch me grow	Term 6 What's the next big adventure for me?
Possible mini themes/key vocab/key knowledge	Key Questions: What do we wear to keep warm? Do you know where Polar Bears live? What changes happen outside? Key Images: - Children wearing winter clothing -Key winter symbols (snow, ice, bare leaf trees etc) -Outdoor scenery -Pupil voice Key Artefacts: -Winter animals -Winter clothing -Role play autumn scenes	Key Questions: What changes have you noticed outside? What has started happening to the trees? Key Images Autumnal scenes -leaves starting to change colour Weather changes-clothes -Autumn vocab Key Artefacts: - Hibernating animals - autumn/winter clothing - celebration items-Diwali-Christmas	Key Questions: What do we wear to keep warm? Do you know where Polar Bears live? What changes happen outside? Key Images: -Children wearing winter clothing - Key winter symbols (snow, ice, bare leaf trees etc) -Outdoor scenery -Pupil voice Key Artefacts: -Winter animals -Winter clothing - Role play snow scenes - Lunar new year	Key Questions: What changes have you noticed outside? What has started happening to the trees? Have you heard/seen any baby animals around? Key Images: Spring scenes -flowers starting to blossom - spring animals (eggs hatching, bunnies etc) - spring vocab Key Artefacts: -spring animals -spring clothing - garden tools / artificial flowers	Key Questions: What do living things need to help them grow? Why is important for living things to grow? If you were animal what would you be? Where would you live? Key Images: Summer scenes -flowers bloomed - family pictures- growing - summer vocabulary -Bee hives Key Artefacts: Flowers Beans growing Insects- ant home, wormery Honey Jar. Room aromas	Key Questions: What would like to be when you grow up? How does it feel when things change? If you were to travel, where and how? Key Images: Reception classes Uniform Different places-scenes Summer Vocabulary Modes of transport. Key Artefacts: Vehicles Dressing up uniform in the home corner Familiar reception items- reading diary, learning journey. Dolls house—school Reception class.
Cultural Capital and experiences offered	Playing field Beach	Park	Penlee Residential Home	Newlyn Art Gallery Library	Penlee Art Gallery Library	Trip to Paradise Park Library
Home Learning Links	Healthy Movers green cards Funky fingers activities Creative stories Autumnal and seasonal walks Confidence to ask to use the toilet		Healthy mover Red cards Holding a pencil with a tripod grip Doing up a zip independently Holding a pair of scissors correctly Dressing yourself independently Throwing and catching a ball/object		Supporting transitions to Reception Get your child ready for their new routine by switching their meal times to match those of the school day Encourage your child to explore new environments and interact with new people Talk to your child about what they are most looking forward to at school Let your child practice putting their new school uniform on and taking it off	

Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Building friendships and relationships	My world my feelings	Help me help you	The World around me	Watch me grow	What's the next big adventure for me?
Educational programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Our curriculum goal	To develop young people who are confident listeners and talkers. : who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
Term specific provision	Plan Do Review (speak clearly to explain partner and activity chosen) Play Projects (engage in conversation about what they are doing) 'All About me' books shared		Plan Do Review (speak clearly to give further details about activity) Play Projects (engage in conversation about what they have done and are going to do)		Plan Do Review (listen to other people's reviews and ask relevant questions) Play Projects (engage in conversation to explain what they have done and how they have done it)	
Ongoing provision throughout the year	Concept Cat	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own				
	NELI	Specific naming and vocabulary development for those who require additional support – these children will model it to others.				
	Adult modelling in setting	To model back and forth conversations – allowing time for thought processing and response time				
	Story/Song time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and song				

Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Building friendships and relationships	My world my feelings	Help me help you	The World around me	Watch me grow	What's the next big adventure for me?
Educational programme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life					
Our curriculum goal	To develop young people who can care about themselves and others. -who can follow the Golden Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. -who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings.					
Term specific provision	Circle time/PSHE Fire safety		Circle time/PSHE Internet safety		Circle time/PSHE Road safety	
Ongoing provision throughout the year	Concept Cat	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own				
	NELI	Specific naming and vocabulary development for those who require additional support – these children will model it to others.				
	Adult modelling in setting	Model friendships, how to deal with situations in correct ways,				
	Story/Song time	Explore stories and songs that talk about positive relationships, feelings, diversity, and emotions				
	Golden Rules	To be respectful and caring of others needs				

Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Building friendships and relationships	My world my feelings	Help me help you	The World around me	Watch me grow	What's the next big adventure for me?
Educational programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Our curriculum goal	To develop young people who can move their bodies with good balance, coordination, and control -who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. -who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.					
Term specific provision	Autumn 1: Fine motor soft start Healthy Movers Green Cards- Stability and Balance Scissors straight snips		Spring 1: Fine motor soft start Healthy Movers Blue Cards – Agility and Locomotion Scissors cutting straight line		Summer 1 Fine motor soft start Healthy Movers Purple – Coordination and object control Scissors Curved shapes	
Ongoing provision throughout the year	Lunchtime	Modelling how to hold a knife and fork and use them appropriately				
	Daily fine motor activities	Every morning from 830-900 all activities have been designed to develop coordination, and manipulation with development throughout the year.				
	Drawing club	Holding a pencil effectively, to develop accuracy when drawing and writing.				
	Gardening	Digging, brushing to aid gross muscle development				
	Scissors	Holding scissors effectively to cut according to development				

Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Building friendships and relationships	My world my feelings	Help me help you	The World around me	Watch me grow	What's the next big adventure for me?
Educational programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Our curriculum goal	<p>To develop young people who able to write a sentence that can be read by themselves and others</p> <p>-who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).</p> <p>-who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p>					
Term specific provision	<p>VIPERS focus – to say what we think a book is about by looking at the cover (P), to say who your favourite character is (E)</p> <p>VIPERS focus – to explain how a character is feeling (I), to answer simple questions about what has happened (R)</p> <p>Phonics phase 1</p> <p>Concept Cat and Helicopter story support Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story. Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p>	<p>VIPERS focus – to use words to describe a character or setting (V), to say what happened first in the story (S)</p> <p>VIPERS focus – to say what you think will happen next (P), to explain why something happened (R/I)</p> <p>Phonics phase 1</p> <p>Concept Cat and Helicopter story support Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story. Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story</p>	<p>VIPERS focus – to explain why we like a character or story (E), to find a word which means ... (V)</p> <p>VIPERS focus – to say what happened at the beginning, middle and end of a story (S)</p> <p>Phonics phase 1</p> <p>Concept Cat and Helicopter story support Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story. Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story</p>			
Text types covered (link with lenses) and performance poetry that the children do for their parents.	Nursery rhyme challenge weekly	Nursery rhyme challenge Performance Narrative The First Christmas Story	Nursery rhyme challenge Performance Poetry chosen by the children	Talk for writing text Performance Poetry chosen by the children	Talk for writing text Performance Poetry chosen by the children	Talk for writing text Performance Poetry chosen by the children
Ongoing provision throughout the year	Daily reading	All children to read daily to an adult four times a week – additional reading time given to those who need additional school support.				
	Phonological awareness games	Hearing initial sounds, playing with rhyme, begin to orally blend and segment, discriminate between sounds				
	Story/song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.				
	CP time	Use message centres to create secret symbols/sounds/words/phrases/sentences to make things happen, read messages left by characters, write messages to characters, engage in and talk about books, retell stories and create their own				
	Drawing Club	Weekly writing in busy book				
	Concept Cat	Concept Cat will drop in 1 a week – a concept word, a topic word and a word from the class text				

Mathematics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Building friendships and relationships	My world my feelings	Help me help you	The World around me	Watch me grow	What's the next big adventure for me?
Educational programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Our curriculum goal	To develop young people who are number fluent. -who can show an understanding of numbers to 5, recognise simple patterns within the environment, subitise to 3, compare quantities and begin to recognise numerals					
Term specific provision	<p>2D shape and Numeral 1</p> <p>2D shape</p> <ul style="list-style-type: none"> ➤ Circle – naming a circle when shown. ➤ Use a circle appropriately for pictures/models. ➤ To select a circle from a group of shapes. ➤ Begin to be aware that a circle has no corner and one side. <p>Numeral 1</p> <ul style="list-style-type: none"> ➤ Understanding what 'one' means. ➤ Select one object from a larger group. ➤ Recognise the numeral 1 ➤ Represent 1 in different ways ➤ Subitise 1 ➤ Make comparisons between 1 and more than 1 ➤ To place one object on a 5 frame. <p>Numeral 2 and Pattern</p> <ul style="list-style-type: none"> ➤ Understand 2 is the number after 1 (1 more than) ➤ Understand what 2 means ➤ Select 2 from a larger group ➤ To chant to 2 ➤ To recognise numeral 2 ➤ To represent 2 in different ways ➤ To subitise 2 ➤ To compare 2 groups – which has fewer/more ➤ To know when one more or less is needed to make the desired total. ➤ Count 2 objects accurately. ➤ To place 2 objects on a 5 frame <p>Sorting</p> <ul style="list-style-type: none"> ➤ To sort into one of 2 groups – for instance colour. <p>Pattern</p> <ul style="list-style-type: none"> ➤ To replicate a 2 stage pattern. AB ➤ Be able to talk about a 2 stage pattern. AB ➤ To finish a 2 stage pattern. AB ➤ To talk a pattern through from start to finish 		<p>Numeral 3</p> <p>Understand 3 is the number after 2 (1 more than)</p> <ul style="list-style-type: none"> ➤ Understand what 3 means ➤ Select 3 from a larger group ➤ To chant to 3 ➤ To recognise numeral 3 ➤ To represent 3 in different ways ➤ To subitise 3 ➤ Count 3 objects accurately ➤ To know that 2 is one less than 3. ➤ Know the amount doesn't change if don't add or take anything away. ➤ To place 3 objects on a 5 frame <p>2D shape</p> <ul style="list-style-type: none"> ➤ Triangle – naming a circle when shown. ➤ Use a Triangle appropriately for pictures/models. ➤ To select a Triangle from a group of shapes. ➤ Begin to be aware that a Triangle has 3 corners and 3 sides. <p>Sorting</p> <ul style="list-style-type: none"> ➤ To sort by a given criteria – triangle or circle? <p>Length/height</p> <ul style="list-style-type: none"> ➤ To order 3 things by height/length. <p>Numeral 4</p> <ul style="list-style-type: none"> ➤ understand the concept of 4, ➤ see when there are 4 items (subitise) ➤ count 4 objects ➤ see that 4 can represent actions as well as physical objects ➤ Recognise more and fewer than 4. ➤ To chant to 4 ➤ To compare amounts by applying a matching strategy. ➤ To match quantity to amount up to 4. ➤ Understand fingers represent objects in a rhyme. ➤ Understand that taking one away is the same as making one less. 		<p>Numeral 5</p> <ul style="list-style-type: none"> ➤ understand the concept of 5, ➤ see when there are 5 items (subitise) ➤ count 5 objects accurately. ➤ see that 5 can represent actions as well as physical objects ➤ Recognise more and fewer than 5. ➤ To chant to 5 ➤ To compare amounts by applying a matching strategy. ➤ To match quantity to amount up to 5. ➤ Understand fingers represent objects in a rhyme. ➤ Understand that taking one away is the same as making one less. ➤ To compare amounts, knowing which is the same, which is more and which is fewer. ➤ To understand how to make a given number by adding or taking away 1 object. ➤ To know that a given number can be made by adding different amounts together. ➤ To represent numbers 0-5 on a 5 frame. <p>Measures</p> <ul style="list-style-type: none"> ➤ Days of the week. ➤ Sequencing pictures and events ➤ Spotting mistakes in sequencing of pictures/events. <p>Capacity</p> <ul style="list-style-type: none"> ➤ To identify and say when a container is full and empty. ➤ To fill a container so that it is full. ➤ To empty a container so that it is empty. ➤ To order 3 containers for capacity. ➤ To know which container has more/less. <p>Continue with Numeral 5 from previous half term</p> <p>Recap and application of numerals 1-5</p> <ul style="list-style-type: none"> ➤ Planning to be designed around the needs of the cohort. <p>Positional Language</p>	

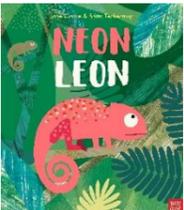
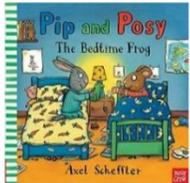
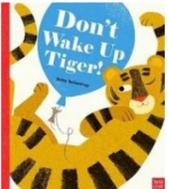
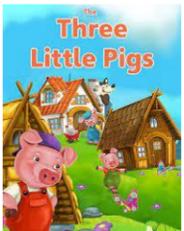
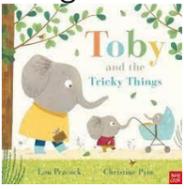
		<ul style="list-style-type: none"> ➤ To compare amounts, knowing which is the same, which is more and which is fewer. ➤ To notice similarities and differences. ➤ To understand how to make a given number by adding or taking away 1 object. ➤ To know that a single object can be split onto similar sized parts and then recombined to make the whole. ➤ To know that a given number can be made by adding different amounts together. ➤ To place 4 objects on a 5 frame <p>2D shape</p> <ul style="list-style-type: none"> ➤ Name a square and an oblong ➤ Know what a corner is on a 2D shape ➤ Know what a side is on a 2D shape. ➤ To select an oblong and a square from a selection of shapes. ➤ To use shapes appropriately. <p>Sorting</p> <ul style="list-style-type: none"> ➤ To sort shapes according to whether they have corners or not. ➤ To notice similarities and difference between objects 	<ul style="list-style-type: none"> ➤ To respond correctly to the positional language – in, on, under, in front, behind, next to. ➤ To begin to use some positional language. <p>2D shape</p> <ul style="list-style-type: none"> ➤ Recap 2D shape, teaching to be based on the needs of the cohort. <p>Weight</p> <ul style="list-style-type: none"> ➤ To compare 2 items for weight saying which one is heavy and which one is light.
Ongoing provision throughout the year	CP time	Practise taught skills, use and apply taught skills in real-life situations, use message centres to create secret symbols/passcodes to make things happen, read passcodes left by characters, complete puzzles, "What can you see, how do you see it?" Counting games	
	Daily routine	Self-registration (10-frames), calendar days of the week, visual timetable, book voting, sticker charts (10-frames)	
	Story time/visualise time	What do you notice? Tell me what you see?	
	Concept Cat	Positional language	

Understanding the World

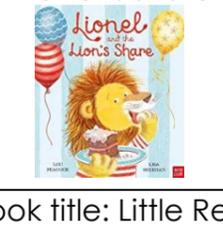
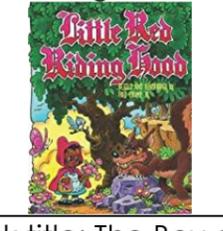
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Building friendships and relationships	My world my feelings	Help me help you	The World around me	Watch me grow	What's the next big adventure for me?
Educational programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Our curriculum goal	To develop young people who are curious and investigative within their environment -who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places -who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs.					
Term specific provision	Explore the local community Know what makes me special Know & talk about key events in my life, e.g. birthdays, weddings, Eid etc... Know some stories about my family, e.g. looking at photos & sharing memories Know about my parents toys and experiences Know about the lives of the people around me & their roles in society	Winter Know that differences should be celebrated Know some religious stories Know how we celebrate different things e.g. wedding, birthday, Eid, Christmas Know the name of key features in the local area e.g. shop, park Know what country they & family are from	Know about the past through stories, events encountered in books read in class & story telling	Spring Gardening and growth Know & describe the differences between a range of places such as the woods, school, park, town Know what makes up different places e.g. shops, religious buildings, schools, roads, trees	Know that different trees have different leaves & bark Know about the different weather conditions in the different seasons Know what happens to trees & plants during the different seasons Know what insects appear in the summer	Summer Recycling Know the importance of recycling & the effects of rubbish on wildlife & the environment
Ongoing provision throughout the year	CP	Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts				
	Story and song	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries				
Key vocabulary linked to NC subjects (including but not limited to)	RE	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism,				
	History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend				
	Geography	polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons				
	Science	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth				
	Computing	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume				

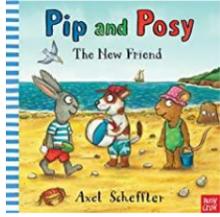
Expressive Arts and Design

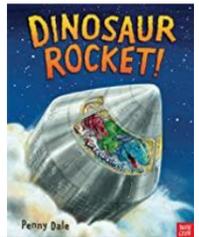
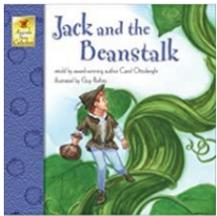
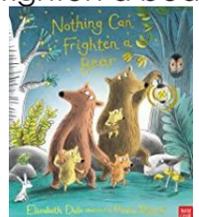
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Building friendships and relationships	My world my feelings	Help me help you	The World around me	Watch me grow	What's the next big adventure for me?
Educational programme	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Our curriculum goal	To develop young people who are confident to create and perform in front of others -who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. -who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm					
Term specific provision	Music- Rhythm and Pulse Art and DT Use templates and stencils with pencils Wax crayon rubbings Print – fingers, stampers Paint – setup and use Malleable materials – use rolling pins and cutters Use felt tip pens Transient art - sand art Model with construction kits Collage – stick Focus artists – Kurt Jackson Nursery Rhyme Performance	Music – singing – songs for nativity Art and DT Use stencils with paints and sponges Print – outlines Paint – different brushes, different surfaces Malleable materials – roll and shape by hand Use oil pastels Model with construction kits Junk model – join with tape/glue and embellish Focus artists – John Dyer (fireworks) Christmas Nativity Performance	Music- Pitch Art and DT Print – relief printing with rollers Paint - colour mixing Malleable materials – imprint, use mark makers Transient art – glueless collage/loose parts Collage – cut and stick Weaving Consolidate and refine previously taught skills and techniques independently Focus artists –Henri Matisse (cut and stick collage) Anthony Frost Local Poetry Performance for Families	Music – songs for a performance Art and DT Paint – wax resist Print – 3D shapes Junk model – flanges and hinges Weaving Consolidate and refine previously taught skills and techniques independently Focus artists – Andy Goldsworthy (natural art), Poetry Performance for families	Music – instrumental Art and DT Observational drawings Paint – using water colour loose parts Transient art – natural loose parts Sewing Consolidate and refine previously taught skills and techniques independently Focus artists – Paul Klee, Wassily Kandinsky (shapes) Poetry Performance for families	Music- transition production for reception Art and DT Malleable materials – pottery/sculpture Junk model – moving parts Sewing Consolidate and refine previously taught skills and techniques independently Focus artists Barbara Hepworth Local (sculpture) Poetry Performance for families
Ongoing provision throughout the year	CP	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play				
	Song/Story time	Sing a range of songs/nursery rhymes, understand the structure of stories				
	Drawing club	Develop drawing skills, use imagination, develop storylines				
Key vocabulary linked to NC subjects (including but not limited to)	Music	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style				
	Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint				
	DT	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe				

Autumn Term			
Core Text and Associated Vocab to be Covered	Language Input	Phonics Phase 1	Maths
Week 3 Match Sad Hide Jungle	Book title: Neon Leon 	Aspect 1 to Aspect 6 taught throughout the week suggested starters: Listening walk Drums indoors; Drums outdoors	Baseline for the first 4 weeks
Week 4 Pack Forget Giggle Excited	Book title: Pip & Posy – The bedtime frog 	Aspect 1 to Aspect 6 taught throughout the week suggested starters: Tuning into sounds Hidden Instruments Animal sounds	
Week 5/6 Float Boat Hurry Stroke	Book title: Don't wake up tiger 	Aspect 1 to Aspect 6 taught throughout the week suggested starters: Body Parts Follow the sound The Pied Piper	2D shape and Numeral 1 to be taught in Autumn 1 2D shape <ul style="list-style-type: none"> ➤ Circle – naming a circle when shown. ➤ Use a circle appropriately for pictures/models. ➤ To select a circle from a group of shapes. ➤ Begin to be aware that a circle has no corner and one side. Numeral 1 <ul style="list-style-type: none"> ➤ Understanding what 'one' means. ➤ Select one object from a larger group. ➤ Recognise the numeral 1 ➤ Represent 1 in different ways ➤ Subitise 1 ➤ Make comparisons between 1 and more than 1 ➤ To place one object on a 5 frame. Numeral 2 and Pattern to be taught Aut 2 <ul style="list-style-type: none"> ➤ Understand 2 is the number after 1 (1 more than) ➤ Understand what 2 means ➤ Select 2 from a larger group ➤ To chant to 2 ➤ To recognise numeral 2 ➤ To represent 2 in different ways ➤ To subitise 2 ➤ To compare 2 groups – which has fewer/more ➤ To know when one more or less is needed to make the desired total. ➤ Count 2 objects accurately. ➤ To place 2 objects on a 5 frame Sorting <ul style="list-style-type: none"> ➤ To sort into one of 2 groups – for instance colour. Pattern <ul style="list-style-type: none"> ➤ To replicate a 2 stage pattern. AB
Week 7/8 Angry Hungry Build Blow	Book title: Three Little Pigs 	Aspect 1 to Aspect 6 taught throughout the week suggested starters: Rhyming books Rhyming soup Singing phonics-Three Little pigs	
Week 9/10 Together Copy Skip Practise	Book title: Copy Cat 	Aspect 1 to Aspect 6 taught throughout the week suggested starters: I spy name Singing phonics Copy Cat Tony and the trains busy day	
Week 11/12 Pour Tricky By yourself Big	Small Book title: Toby & Tricky Things 	Aspect 1 to Aspect 6 taught throughout the week suggested starters: Mouth Movements Magic Microphone Singing phonics Professor Brains machine	

- Be able to talk about a 2 stage pattern. AB
- To finish a 2 stage pattern. AB
- To talk a pattern through from start to finish

Spring Term			
Core Text and Associated Vocab to be Covered	Language Input	Phonics Phase 1	Maths
Week 1/2 Clean Invite Beautiful Fit	Book title: Cinderella 	Aspect 1 to Aspect 6 taught throughout the week suggested starters: Listening Moment Sound lotto Singing phonics- sounds around	Baseline new intake for first 3 weeks Numeral 3 <ul style="list-style-type: none"> ➤ Understand 3 is the number after 2 (1 more than) ➤ Understand what 3 means ➤ Select 3 from a larger group ➤ To chant to 3 ➤ To recognise numeral 3 ➤ To represent 3 in different ways ➤ To subitise 3 ➤ Count 3 objects accurately ➤ To know that 2 is one less than 3. ➤ Know the amount doesn't change if don't add or take anything away. ➤ To place 3 objects on a 5 frame 2D shape <ul style="list-style-type: none"> ➤ Triangle – naming a circle when shown. ➤ Use a Triangle appropriately for pictures/models. ➤ To select a Triangle from a group of shapes. ➤ Begin to be aware that a Triangle has 3 corners and 3 sides. Sorting <ul style="list-style-type: none"> ➤ To sort by a given criteria – triangle or circle? Length/height <ul style="list-style-type: none"> ➤ To order 3 things by height/length. Numeral 4 <ul style="list-style-type: none"> ➤ understand the concept of 4, ➤ see when there are 4 items (subitise) ➤ count 4 objects ➤ see that 4 can represent actions as well as physical objects ➤ Recognise more and fewer than 4. ➤ To chant to 4
Week 3/4 Pet Hatch Tired Shy	Book title: How to train your dinosaur 	Aspect 1 to Aspect 6 taught throughout the week suggested starters: Matching sound makers Matching sound lotto Singing phonics – sound match	<ul style="list-style-type: none"> ➤ To place 3 objects on a 5 frame
Week 5/6 Share Shiny Reach Kind	Book title: Lionel and the lions share 	Aspect 1 to Aspect 6 taught throughout the week suggested starters: Listening to music Words about sounds Singing phonics – noisy neighbours	<ul style="list-style-type: none"> ➤ To compare amounts by applying a matching strategy. ➤ To match quantity to amount up to 4. ➤ Understand fingers represent objects in a rhyme. ➤ Understand that taking one away is the same as making one less. ➤ To compare amounts, knowing which is the same, which is more and which is fewer. ➤ To notice similarities and differences. ➤ To understand how to make a given number by adding or taking away 1 object.
Week 7/8 Smell Delicious Chase Help	Book title: Little Red Riding Hood 	Aspect 1 to Aspect 6 taught throughout the week suggested starters: Songs and Rhymes Rhyming puppets Odd one out	
Week 9/10 Understand Heavy Wait Summer/Winter	Book title: The Boy and the Bear 	Aspect 1 to Aspect 6 taught throughout the week suggested starters: Digging for treasure Sound bag Mirror Play	

<p>Week 11/12 Sea Beach Collect Dig</p>	<p>Book title: Pip and Posy and the new friend</p> 	<p>Aspect 1 to Aspect 6 taught throughout the week suggested starters: Sounds Whose voice Sound story time</p>	<ul style="list-style-type: none">➤ To know that a single object can be split onto similar sized parts and then recombined to make the whole.➤ To know that a given number can be made by adding different amounts together.➤ To place 4 objects on a 5 frame <p>2D shape</p> <ul style="list-style-type: none">➤ Name a square and an oblong➤ Know what a corner is on a 2D shape➤ Know what a side is on a 2D shape.➤ To select an oblong and a square from a selection of shapes.➤ To use shapes appropriately. <p>Sorting</p> <ul style="list-style-type: none">➤ To sort shapes according to whether they have corners or not.➤ To notice similarities and difference between objects
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Summer Term			
Core Text and Associated Vocab to be Covered	Language Input	Phonics Phase 1	Maths
Week 1 Splash Moon Brave Quiet	Book title: Dinosaur Rocket 	Aspect 1 to Aspect 6 taught throughout the week suggested starters: Teach aspect 7 phonics to older group Singing phonics Metal Mike	Baseline new children for 3 weeks Numeral 5 <ul style="list-style-type: none"> ➤ understand the concept of 5, ➤ see when there are 5 items (subitise) ➤ count 5 objects accurately. ➤ see that 5 can represent actions as well as physical objects ➤ Recognise more and fewer than 5. ➤ To chant to 5 ➤ To compare amounts by applying a matching strategy. ➤ To match quantity to amount up to 5. ➤ Understand fingers represent objects in a rhyme. ➤ Understand that taking one away is the same as making one less. ➤ To compare amounts, knowing which is the same, which is more and which is fewer. ➤ To understand how to make a given number by adding or taking away 1 object. ➤ To know that a given number can be made by adding different amounts together. ➤ To represent numbers 0-5 on a 5 frame. Measures <ul style="list-style-type: none"> ➤ Days of the week. ➤ Sequencing pictures and events ➤ Spotting mistakes in sequencing of pictures/events. Capacity <ul style="list-style-type: none"> ➤ To identify and say when a container is full and empty. ➤ To fill a container so that it is full. ➤ To empty a container so that it is empty. ➤ To order 3 containers for capacity. ➤ To know which container has more/less. Continue with Numeral 5 from previous half term Recap and application of numerals 1-5 <ul style="list-style-type: none"> ➤ Planning to be designed around the needs of the cohort. Positional Language <ul style="list-style-type: none"> ➤ To respond correctly to the positional language – in, on, under, in front, behind, next to. ➤ To begin to use some positional language. 2D shape <ul style="list-style-type: none"> ➤ Recap 2D shape, teaching to be based on the needs of the cohort. Weight <ul style="list-style-type: none"> ➤ To compare 2 items for weight saying which one is heavy and which one is light.
Week 2 Decide Swap Follow Yell	Book title: Jack and the Beanstalk 	Aspect 1 to Aspect 6 taught throughout the week suggested starters: Teach aspect 7 phonics to older group Words about sounds Singing phonics – noisy neighbours	
Week 3 Frightened Deep Stuck Wriggle	Book title: Nothing can frighten a bear 	Aspect 1 to Aspect 6 taught throughout the week suggested starters: Teach aspect 7 phonics Magic Microphone Singing phonics Professor Brains machine	
Week 4 Grow Push Jump Protect	Book title: Franklin Frog 	Aspect 1 to Aspect 6 taught throughout the week suggested starters: Teach aspect 7 phonics to older group	
Week 5/6 Polite Always Whisper Lonely	Book title: The Knight who said no 	Aspect 1 to Aspect 6 taught throughout the week suggested starters: Teach aspect 7 phonics to older group	
Week 7/8 Lost Spot Fly Fast	Book title: Fire Fly Home 	Aspect 1 to Aspect 6 taught throughout the week suggested starters: Teach aspect 7 phonics to older group	
Week 9/10 Rest Home	Book Title: Look and Say	Aspect 1 to Aspect 6 taught throughout the week suggested starters:	

Under Discover		Teach aspect 7 phonics to older group	
Week 11/12 Star Family Win Wish	<p>Book Title: Stardust</p> 	<p>Aspect 1 to Aspect 6 taught throughout the week suggested starters: Teach aspect 7 phonics to older group</p>	