










Arnold View Primary School
EYFS Curriculum



Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Themes</p> 	<p>Neverending Story</p>	<p>Working 9-5</p>	<p>Who Do You Think You Are?</p>	<p>Planes, Trains and Automobiles</p>	<p>It's a Bugs' Life</p>	<p>Oh, I Do Like to Be Beside the Seaside</p>
	<p><u>Mini themes/ interests/lines of enquiry</u></p> <p>Settling in/Routines School aims Social skills About me Significant authors Traditional tales Nursery rhymes Seasons-Autumn</p>	<p><u>Mini themes/ interests/lines of enquiry</u></p> <p>Medical jobs Emergency services jobs Manual jobs Jobs in the community Job aspirations Nativity production Christmas past and present Christmas around the world Materials and forces</p>	<p><u>Mini themes/ interests/lines of enquiry</u></p> <p>Settling in/Routines School aims Social skills Family and friends My body/Oral Health My brain My senses Healthy food Seasons-Winter</p>	<p><u>Mini themes/ interests/lines of enquiry</u></p> <p>Sea transport Land transport Space transport Air transport Future transport Fantasy transport Maps Road safety Seasons-Spring Changing states</p>	<p><u>Mini themes/ interests/lines of enquiry</u></p> <p>Settling in/Routines School aims Social skills Habitats Life cycles Weave and spin Creep and crawl Flutter and fly Slither and slide Planting</p>	<p><u>Mini themes/ interests/lines of enquiry</u></p> <p>Environments comparisons Maps Sun safety Seasides in the past Seasides in the present Transition Seasons-Summer</p>
<p>Key vocabulary</p>	<p>cover/pages fiction/non-fiction poem/rhyme author illustrator setting characters seasons-Autumn</p>	<p>aspirations job uniform responsibility emergency medical manual community</p>	<p>family/friends past body parts words senses words healthy safe seasons-Winter</p>	<p>air land sea space future fantasy map seasons-Spring</p>	<p>habitat nature life cycle plant parts words chrysalis growth/change decay</p>	<p>environment past/present compare similar different history weather/climate seasons-Summer</p>
<p>Characteristics of Effective Learning</p> 	<p>Playing and exploring: -Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: -Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: -Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p align="center">*All of the above are good indicators of being Reception or Year 1 ready*</p>					

<p><u>Overarching Principles</u></p> 	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Celebrate each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their own learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We are aware of children who need greater support than others.</p>					
<p><u>Our school values</u></p> 	<p style="text-align: center;">Ready, Respect, Safe Aspire, Believe, Achieve</p> <p>These are interwoven throughout the Foundation curriculum. A high profile is maintained through discussions, circle times, role play, assemblies and incidental opportunities.</p>					
<p><u>Assessment Opportunities</u></p> 	<p>On going assessments Analyse F1 Assessments In-house -Baseline data on entry National Baseline data RWI baseline assessments NELI assessments Phonic Intervention groups EYFS team meetings F1 Development Matters observation checkpoint</p>	<p>On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings Termly Assessment data In house moderation GLD predictions for EOY RWI assessments Phonic Intervention groups F1 Development Matters observation checkpoint</p>	<p>On going assessments EYFS team meetings Aut data analysis RWI assessments Phonic Intervention groups F1 Development Matters observation checkpoint</p>	<p>On going assessments Pupil progress meetings Parents evening info Termly Assessment data In house moderation EYFS team meetings RWI assessments Phonic Intervention groups F1 Development Matters observation checkpoint</p>	<p>On going assessments EYFS team meetings RWI assessments Phonic Intervention groups Spring data analysis F1 Development Matters observation checkpoint</p>	<p>On going assessments Pupil progress meetings EYFS team meetings F2 final data F1 EOY data In house moderation RWI assessments Phonic Intervention groups F1 Development Matters observation checkpoint</p>
<p><u>Parental Involvement</u></p> 	<p>Staggered Starts Home visits Phonics workshop Bedtime with Bob Bee Busy with Buzz Open classroom Stay for a story Grandparents Day</p>	<p>Nativity production Elf Day Parents Evening Parents in-jobs/aspirations Pop in afternoons Bedtime with Bob Bee Busy with Buzz Open classroom Stay for a story</p>	<p>Storytelling week Share a story Bedtime with Bob Bee Busy with Buzz Open classroom Stay for a story</p>	<p>Parents Evening Share a story Pop in afternoons Bedtime with Bob Bee Busy with Buzz Open classroom Stay for a story</p>	<p>Share a story Grandparents day Bedtime with Bob Bee Busy with Buzz FS trip Open classroom Stay for a story</p>	<p>Share a story Sports activities day F2 Moving up assembly Pop in afternoons Bedtime with Bob Bee Busy with Buzz Transition Open classroom Stay for a story</p>
<p><u>Texts</u></p> 	<p>The Last Noo-noo Peace at Last Owl Babies Farmer Duck We're wearing out the naughty step Traditional Tales Nursery rhymes Non-fiction texts</p>	<p>Medical- Drs and Nurses Emergency-police Emergency-fire Emergency-Paramedics Manual jobs Jolly Christmas postman Nativity story Non-fiction texts</p>	<p>The large family I look like this Charlie and Lola Kipper the dog My Body My brain Healthy food- fat cat My senses Non-fiction texts</p>	<p>Pirate Sam I can drive a digger Q Pootle 5 Kipper goes to the moon Topsy and Tim go on a plane Magic carpet The Train Ride Non-fiction texts</p>	<p>The very busy spider How to spin a web The crunching munching caterpillar Snail and the whale Snail mail Norman the slug with the silly shell Non-fiction texts</p>	<p>Seasons Sun safety Seasides Topsy and Tim go the beach Sharing a shell The singing mermaid Billy's bucket Non-fiction texts</p>

<p style="text-align: center;">Poetry</p> 	<p>F1: 5 little firefighters F2: I'm a firefighter</p>		<p>F1: Row, row the boat (alt versions) F2: Go, Go, Go</p>		<p>F1: Insects all around F2: First comes a butterfly</p>	
<p><u>Experiences/WOW days/enrichment opportunities</u></p> 	<p>Fairytale Friday Talk like a pirate day International week of the deaf Sukkot Black History Month Harvest Snuggle up and read day Baking/Cookery Forest school</p>	<p>Fire/police visit Diwali Remembrance Day Anti bullying Week Bonfire Night Christmas celebrations Children in Need Baking/Cookery Forest school Jobs visitors</p>	<p>Healthy food tasting National Storytelling Week Safer Internet Day Chinese New Year Australia Day National Birdwatch Dentist visit Baking/Cookery Forest school</p>	<p>Treasure hunt on wheels World Book Day Shrove Tuesday Mothers Day Holi Easter Baking/Cookery Forest school</p>	<p>Trip to Rushcliffe Country Park St Georges Day Walk to school week National smile month Baking/Cookery Forest school Caterpillars</p>	<p>Beach party Ice cream parlour Fathers Day Sports day Whole school picnic Baking/Cookery Forest school Walk to the park</p>

Each Area of Learning contains termly statements for F1 and F2 that, if attained, will enable:

1. A nursery child to reach a typical level of development and be ready for reception. 2. A reception child to reach a good level of development and the Early Learning Goals.

Prime Areas of Learning

Communication and Language



The development of children’s spoken language underpins all seven areas of learning and development. Children’s **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**.
C&L is developed throughout the year through high quality interactions, vocabulary enrichment, daily group discussions, PSED circle times, daily stories, singing, speech and language interventions, role play, EYFS productions and school assemblies

F1

<p>Listening, attention and understanding</p>	<ul style="list-style-type: none"> • I can concentrate for slightly longer periods. (3 minutes) • I can respond to my own name • I can match objects to names • I can respond to very simple requests especially when shown first by an adult. • I can understand more simple questions and instructions. E.g. 'where is your shoe?' and 'show me your nose'. • I can identify my own friends. • I can operate some ICT or mechanical toys. 	<ul style="list-style-type: none"> • I can concentrate for slightly longer periods. (6 minutes) I can identify characters and actions in my favourite books. • I can understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • I can start to respond to simple questions. • I can respond to my own name and will change my activity when encouraged to by adults • I can understand between 200 and 500 words. • I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • I can enjoy listening to longer stories and can remember much of what happens. 	<ul style="list-style-type: none"> • I can listen to and follow directions. • I can follow instructions using prepositions. • I can respond to a string of requests one after another (not quickly). • I can ask and respond to 'why' questions. • I can follow a story with props and pictures. • I can operate a CD player or MP3 player and show understanding of the remote controls. • I can show interest in other technological items.
<p>Speaking</p>	<ul style="list-style-type: none"> • I can make requests using two words. • I can use everyday words to talk about people I know. • I can use 50 or more single words. These will also become more recognisable to others. • I can start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'. 	<ul style="list-style-type: none"> • I can remember and use new words. My vocabulary increases rapidly. • I can ask questions and respond to questions using simple sentences. • Use a wider range of vocabulary. • I can talk about familiar books, and tell a long story. • I can use longer sentences of four to six words. • I can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions. • I can start a conversation and continue it for many turns. 	<ul style="list-style-type: none"> • I can start to link simple sentences. • I can explain in simple sentences what happened and what might happen. • I can use tense, intonation and rhythm to enhance meaning. • I can use vocabulary to express imaginary events in play • I can use the future and past tense • I can answer 'why' questions

F2

<p>Listening, attention and understanding</p>	<ul style="list-style-type: none"> • I can listen to and then follow an instruction. • I can follow instructions using prepositions. • I can respond to a string of requests one after another (not quickly) • I can ask and respond to 'why' questions. • I can operate a CD player or MP3 player and show understanding of the remote controls. • I can show interest in other technological items. 	<ul style="list-style-type: none"> • I can ask questions about my favourite books. • I can learn rhymes, poems and songs. • I can respond quickly to a series of instructions. • I can laugh at funny rhymes and jokes. • I can have a conversation and I can respond to other children's opinions. • I can understand and complete a simple program on a computer. • I can engage in non-fiction books. 	<ul style="list-style-type: none"> • I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • I can remember key points from a story told without props or pictures. • I can listen to a whole story and comment on what is happening.
<p>Speaking</p>	<ul style="list-style-type: none"> • I can explain in simple sentences, including ordering, stating what happened and what might happen. • I can use tense, intonation and rhythm to enhance meaning. • I can use vocabulary to express imaginary events in play. 	<ul style="list-style-type: none"> I can explore new vocabulary, sounds and intonation. • I can use language to create imaginary events, story lines and themes and I can express myself to friends and adults. • I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went') • Use new vocabulary through the day. • Develop social phrases. 	<ul style="list-style-type: none"> • I can retell the story, once I have developed a deep familiarity with the text; some exact repetition and some in my own words. • I can articulate my ideas and thoughts in well-formed sentences. • I can describe events in some detail. • I can use talk to help work out problems and organise thinking • I can use new vocabulary in different contexts I can ask questions to check I understand what has been said.

Personal, Social and Emotional Development




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**.

F1


<p>Self regulation</p>	<ul style="list-style-type: none"> • I can separate from my main carer with support and encouragement from a familiar adult. • I can join in a range of activities that interest me. 	<ul style="list-style-type: none"> • I can demonstrate a sense of self as an individual. • I can select and use resources with support. • I can develop my sense of responsibility and membership of a community. • I can become more outgoing with unfamiliar people, in the safe context of my setting. • I can show more confidence in new social situations. 	<ul style="list-style-type: none"> • I can select and use activities and resources. • I enjoy the responsibility of carrying out small tasks. • I welcome and value praise for what I have done.
<p>Managing self</p>	<ul style="list-style-type: none"> • I can begin to learn that some things are mine, some things are shared and some things belong to other people. • I can respond to the feelings and wishes of others. • I have a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle • I have a growing ability to distract myself when upset, e.g. by engaging in a new play activity. 	<ul style="list-style-type: none"> • I can respond to a few appropriate boundaries, with encouragement and support. • I can express my own feelings such as sad, happy, cross, scared, worried. • I can inhibit my own actions/behaviours, e.g. stop myself from doing something I shouldn’t do. • I can begin to understand how others might be feeling. 	<ul style="list-style-type: none"> • I am aware of my own feelings, and know that some actions and words can hurt others’ feelings. • I can usually tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.
<p>Building relationships</p>	<ul style="list-style-type: none"> • I can play alongside others. 	<ul style="list-style-type: none"> • I seek out others to share experiences. • I may form a special friendship with another child. • I can show affection and concern for people who are special to me. • I can 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. 	<ul style="list-style-type: none"> • I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • I can keep play going by responding to what others are saying or doing. • I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.


F2

<p>Self regulation</p>	<ul style="list-style-type: none"> • I can accept the needs of others and I can take turns and share resources. • I can usually adapt my behaviour to different events, social situations and changes in routine. 	<ul style="list-style-type: none"> • I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them. • I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy. • I am aware of the boundaries set and of behavioural expectations in the class. 	<ul style="list-style-type: none"> • I can identify and moderate my feelings socially and emotionally.
<p>Managing self</p>	<ul style="list-style-type: none"> • I enjoy the responsibility of carrying out small tasks. • I am confident to talk to other children when playing, and will communicate freely about my home and community. • I am outgoing towards unfamiliar people and more confident in new social situations. 	<ul style="list-style-type: none"> • I can show enthusiasm and excitement when anticipating and engaging in certain activities • I am confident to speak to others about own needs, wants, interests and opinions. • I am confident in speaking in front of a small group. 	<ul style="list-style-type: none"> • I can show resilience and perseverance in the face of challenge.
<p>Building relationships</p>	<ul style="list-style-type: none"> • I can initiate play, offering cues to my friends to join me. • I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults. 	<ul style="list-style-type: none"> • I can start conversations and take account of what others say. • I can take steps to resolve conflicts with other children. • I can play in a group, extending and elaborating play ideas. 	<ul style="list-style-type: none"> • I can think about the perspectives of others

<p>Physical Development</p> 	<p>Circle games Yoga Outdoor play Funky Fingers Dough Disco Handwriting</p>	<p>Dance Drama Yoga Outdoor play Funky Fingers Dough Disco Handwriting</p>	<p>Ball skills Apparatus Yoga Outdoor play Funky Fingers Dough Disco Handwriting</p>	<p>Dance Apparatus Yoga Outdoor play Funky Fingers Dough Disco Handwriting</p>	<p>Tennis Apparatus Yoga Outdoor play Funky Fingers Dough Disco Handwriting</p>	<p>Team games Apparatus Yoga Outdoor play Funky Fingers Dough Disco Handwriting</p>
F1						
<p>Fine motor skills</p>	<ul style="list-style-type: none"> • I can use a palmer grasp and four-finger grip. • I can show a preference for a dominant hand. 		<ul style="list-style-type: none"> • I can use a comfortable grip with good control when holding pens and pencils. • I can use one-handed tools and equipment, e.g. make snips in paper with child scissors. 		<ul style="list-style-type: none"> • I can use a five-finger grasp and pincer grip. • I can pick up tiny objects using a fine pincer grasp. • I can use pincers, tweezers and threading equipment with increasing control and confidence. 	
<p>Gross motor skills</p>	<ul style="list-style-type: none"> • I can squat to pick up toys. • I can attempt to kick a ball. • I can stand on one foot with support. • I can use my feet to scoot along on a trike. • I can control my whole body and am able to negotiate space and objects. 		<ul style="list-style-type: none"> • I can stop confidently when moving around the environment and can now run safely. • I can squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands. • I can stand momentarily on one foot when shown. • I can kick a large ball. • I can respond and move to rhythm and music. • I can make simple models using construction toys. • I can use large-muscle movements to wave flags and streamers, paint and make marks. 		<ul style="list-style-type: none"> • I can catch a large ball. • I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. • I can continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills. 	
F2						
<p>Fine motor skills</p>	<ul style="list-style-type: none"> • I can use a tripod grasp. 		<ul style="list-style-type: none"> • I can develop the foundations of a handwriting style which is fast, accurate and efficient. • I can control finer tools when playing with dough. 		<ul style="list-style-type: none"> • I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	
<p>Gross motor skills</p>	<ul style="list-style-type: none"> • I can catch a large ball. • I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. • I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. 		<ul style="list-style-type: none"> • I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • I can travel with confidence and skill around, under, over and through balancing and climbing equipment. • I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 		<ul style="list-style-type: none"> • I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • I can develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. 	

Specific Areas of Learning

Specific Areas of Learning			
<p>Literacy</p> 	<p>Read Write Inc. Phonics is a DfE-validated systematic synthetic phonics programme with a whole-school approach to teaching early reading and writing. It teaches children to read accurately, fluently and with understanding, to spell, and to write their own compositions. Direct teaching underpins Read Write Inc. Every day, children learn new sounds, and review previous sounds and words. They apply what they've been taught by reading words containing the sounds they know in matched decodable books and other texts, and write these sounds in individual words and, later, sentences. Children work in a progress group for one hour each day. This means they learn at their 'challenge' level for five hours a week. Reception children build up to this hour throughout the year. Nursery children begin the programme in the Summer term, prior to starting Reception.</p>		
F1			
<p>Word Reading and Comprehension</p>	<p>Stories, rhymes, mark making, name writing Phase 1 phonics</p>	<p>Stories, rhymes, mark making, name writing Phase 1 phonics</p>	<p>Stories, rhymes, mark making, name writing RWI</p>
	<ul style="list-style-type: none"> • I can repeat songs, rhymes, stories and repeat familiar phrases. • I can fill in missing words from well known rhymes. 	<ul style="list-style-type: none"> • I can show a preference for a book or a song or a rhyme. • I can notice and repeat sounds. • I can identify signs and symbols in the environment and recall what they mean. • I can understand key concepts about print: <ul style="list-style-type: none"> -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -page sequencing • I can recognise my own name. 	<ul style="list-style-type: none"> • I can join in with the rhythm of well-known rhymes and songs. • I can make suggestions about what might happen next in a story. • I can say the names of the different parts of a book • I can develop my phonological awareness, so that I can: <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound • I can engage in extended conversations about stories, learning new vocabulary.
<p>Writing</p>	<ul style="list-style-type: none"> • I can control the marks on the page. • I can distinguish between the different marks I make. 	<ul style="list-style-type: none"> • I can use some of my print and letter knowledge in my writing. • I can start to write identifiable shapes and letters. • I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. 	<ul style="list-style-type: none"> • I can identify sounds from my own name in other words. • I can write some letters accurately. • I can write some or all of my name.
F2			
<p>Word Reading</p>	<ul style="list-style-type: none"> • I can join in with the rhythm of well-known rhymes and songs. • I can identify rhymes. • I can identify sounds in words, in particular, initial sounds. • I can read individual letters by saying the sounds for them. • I can segment and blend simple words demonstrating my knowledge of sounds (with support). 	<ul style="list-style-type: none"> • I can find my own rhymes. • I can segment and blend simple words demonstrating my knowledge of sounds (independently). • I can read simple words and simple sentences. • I can read some letter groups that each represent one sound and say sounds for them. • I can read a few common exception words matched to the school's phonic programme. 	<ul style="list-style-type: none"> • I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
<p>Writing</p>	<p>Handwriting</p> <ul style="list-style-type: none"> • I can write some letters accurately. <p>Composition</p> <ul style="list-style-type: none"> • I can give meaning to my marks as I write. <p>Spelling</p> <ul style="list-style-type: none"> • I can identify sounds from my own name in other words. • I can ascribe meaning to other marks like on signage. <p>Grammar, Punctuation</p> <ul style="list-style-type: none"> • I can recognise a capital letter at the start of my name 	<p>Handwriting</p> <ul style="list-style-type: none"> • I can sit on a chair with a straight back and my feet on the floor. <p>Composition</p> <ul style="list-style-type: none"> • I can use some identifiable letters to communicate meaning and use them to write captions and labels. <p>Spelling</p> <ul style="list-style-type: none"> • I can spell words (with support) by identifying the sounds and then writing the sound with letter/s. <p>Grammar, Punctuation</p> <ul style="list-style-type: none"> • I can talk about sentences and start to write short sentences. 	<p>Handwriting</p> <ul style="list-style-type: none"> • I can form lower-case and capital letters correctly. <p>Composition</p> <ul style="list-style-type: none"> • I can begin to rehearse what I write orally before writing. <p>Spelling</p> <ul style="list-style-type: none"> • I can spell words (independently) by identifying the sounds and then writing the sound with letter/s. <p>Grammar, Punctuation</p> <ul style="list-style-type: none"> • I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • I can re-read what I have written to check that it makes sense.
<p>Comprehension</p>	<ul style="list-style-type: none"> • I can tell a story to friends. • I can talk about my favourite book. 	<ul style="list-style-type: none"> • I can talk about events and characters in books. • I can make suggestions about what might happen next in a story. • I can use vocabulary and events from stories in my play. 	<ul style="list-style-type: none"> • I can re-read books to build up my confidence in word reading, fluency and understanding and enjoyment.

<p>Maths</p> 	F1					
<p>Number And Numerical Patterns</p>	<p>number songs counting rhymes</p>	<p>Inset Puzzles, size and shape Number - number songs, counting rhymes</p>	<p>Counting, saying numbers to 5 and beyond, subitising Measures - length/height/ /weight</p>	<p>Counting, saying numbers to 5 and beyond subitising Patterns</p>	<p>Subitising counting 1:1 linking numerals to amounts more than, fewer than</p>	<p>Talk about and explore shapes, Making comparisons in terms of measures. Describing a sequence of events</p>
<p>SSM</p>	<ul style="list-style-type: none"> • I can start to fit shapes into board puzzles or shape sorters. • I can begin to build using simple blocks. • I can fill and empty a container. 	<ul style="list-style-type: none"> • I can show some understanding of 'now' and 'next'. • I can see some shapes in pictures and can start to make pictures using shapes. • I can ask questions about the routine and what is happening next. • I can use small world play to experiment with size, shape, differences and similarities. • I can talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • I can understand position through words alone, with no pointing. • I can describe a familiar route. • I can discuss routes and locations, using words like 'in front of' and 'behind'. • I can make comparisons between objects relating to size, length, weight and capacity. • I can combine shapes to make new ones -an arch, a bigger triangle etc. 	<ul style="list-style-type: none"> • I can sort objects using one simple criteria. • I can subitise up to 3 objects • I can recite numbers past 5. • I can say one number for each item in order: 1,2,3,4,5. • I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • I can show 'finger numbers' up to 5. • I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • I can compare quantities using 'more than', 'fewer than'. • I can extend and create ABAB patterns –stick, leaf, stick, leaf. • I can notice and correct an error in a repeating pattern. • I begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<ul style="list-style-type: none"> • I can use number names to 10 and sometimes count accurately. • I can represent numbers using marks, fingers or digits. • I can say when two small groups have the same number of objects. • I can identify numerals in the environment. 	<ul style="list-style-type: none"> • I can talk about the routine of the day and use language like 'before' and 'after'. • I can use comparative language like 'taller', 'shorter', 'the same'. • I can start to identify shapes in the environment. • I can start to find appropriate shapes for certain tasks. • I can ask questions about my observations of differences and similarities. • I can start to make more meaningful pictures, patterns and arrangements with shapes. 	

Maths



Power Maths Reception is a DfE recommended, whole-class mastery approach to maths, which fully covers the Early Learning Goals. Power Maths is structured around a whole-class interactive teaching model that focuses on helping all children to build a deep understanding of maths concepts and a confidence in maths. It is fully aligned to the White Rose Maths progressions and schemes of work. The whole-class approach promotes growth mindset and problem solving and helps equip children with deeper conceptual understanding, whilst meeting the specific needs of individual children.

<p><u>Number – number and place value</u> Numbers to 5 Comparing groups within 5</p>	<p><u>Geometry –properties of shape</u> 3D/2D Shapes Spatial awareness <u>Number – addition and subtraction</u> Change within 5 Number bonds within 5</p>	<p><u>Number – number and place value</u> Numbers to 10 Comparing numbers within 10 <u>Measure-</u> length/height/ distance/weight <u>Number – addition and subtraction</u> Addition to 10</p>	<p><u>Number – addition and subtraction</u> Number bonds to 10 Subtraction <u>Geometry –properties of shape</u> Exploring patterns</p>	<p><u>Number – addition and subtraction</u> Counting on and counting back <u>Number – number and place value</u> Numbers to 20 <u>Number – multiplication and division</u> <u>Numerical patterns-</u> doubling/halving and sharing/odds and evens</p>	<p><u>Geometry – properties of shape</u> Composing and decomposing <u>Number – number and place value</u> <u>Measure-</u> Volume and capacity <u>Number – addition and subtraction</u> Sorting <u>Measure-Time</u></p>
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**Number
And
Numerical Patterns**

<ul style="list-style-type: none"> • I can count objects to 5 and begin to count beyond 10. • I can count out up to 5 objects from a larger group. • I can select the correct numeral to represent 1 to 5, then 1 to 10 objects. • I can automatically recall number bonds for numbers 0–5. • I understand addition up to 5 using all combinations. 	<ul style="list-style-type: none"> • I can select the correct numeral to represent 1-20. • I can begin to use ‘teens’ to count beyond 10. • I can count an irregular arrangement of up to ten objects. • I can estimate how many objects I can see and check by counting them. • I can subitise. • I can compare numbers. • I understand the ‘one more than/one less than’ relationship between consecutive numbers. • I can find the total number of items in two groups by counting all of them and starting to use ‘counting on’. • I understand addition up to 5 using all combinations. Then 6, 7, 8, 9, 10. • I can explore the composition of numbers to 10. • I can automatically recall number bonds for numbers 0–10. • I can continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> • I can show some understanding of doubling and halving and odd and even in familiar contexts. • I can begin to use the vocabulary involved in adding and subtracting including counting on and back.
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SSM

<p>Measurement</p> <ul style="list-style-type: none"> • I can talk about the routine of the day and use language like before, after. • I can use comparative language like taller, shorter, the same. <p>Geometry –properties of shapes</p> <ul style="list-style-type: none"> • I can identify shapes in the environment. • I can start to find appropriate shapes for certain tasks. <p>Geometry –position and direction</p> <ul style="list-style-type: none"> • I can start to make more meaningful pictures, patterns and arrangements with shapes. • I can select, rotate and manipulate shapes in order to develop spatial reasoning skills. 	<p>Measurement</p> <ul style="list-style-type: none"> • I can experiment with length, height, distance and weight and use my findings to order and group items. • I can identify money and I can start to use money in my play. <p>Geometry –properties of shapes</p> <ul style="list-style-type: none"> • I can ask questions about their observations of differences and similarities. • I can recall names for 2D and 3D shapes and I can use some of the terms to describe their properties. • I can order and sort according to simple properties. <p>Geometry –position and direction</p> <ul style="list-style-type: none"> • I can notice similarities, differences, patterns and changes. 	<p>Measurement</p> <ul style="list-style-type: none"> • I can recall routines and start to relate them to the time on the clock. • I can experiment with volume and capacity and use my findings to order and group items. <p>Geometry –properties of shapes</p> <ul style="list-style-type: none"> • I can compose and decompose shapes so that I recognise a shape can have other shapes within it, just as numbers can. <p>Geometry –position and direction</p> <ul style="list-style-type: none"> • I can use the language of direction when programming toys
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Understanding the World

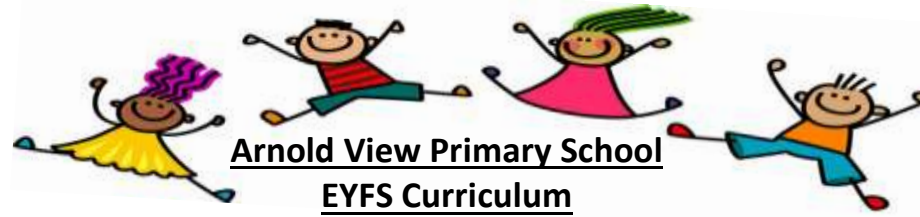
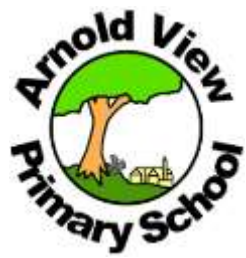


RE					
Caring	Special Times 1- Celebrations – (Harvest Sukkot and Christmas)	Special Jewish and Christian Stories	Jesus' Stories – A Special Person A Special Time - Easter	A Special Place - at the Church	
Science focus					
Changing seasons-Autumn Cookery-healthy food/food decay	Materials Forces Cookery-changing states- liquid/solid	Changing seasons-Winter Senses Cookery-changing states-heat	Changing seasons-Spring Changing states Cookery-changing states-cold	Growth and change Life cycles Cookery-changing states- liquid/solid	Changing seasons-Summer Cookery-changing states-cold
Investigations					
F1: Gingerbread man science experiment F2: Which material makes the best bed for Baby Jesus?		F1: Science Week Texture touch boxes investigation F2: Senses investigation What is the quickest way to rescue a toy vehicle from ice? Science Week		F1: Where do seeds come from – investigate Mixing colours/colour changing flowers F2: What do snails like to eat best?	
F1					
Past and present People, culture and communities	<ul style="list-style-type: none"> I can recognise my own immediate family and relations. I show interest in different occupations. I can see my new friends have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. I can begin to make sense of my own life-story and family's history. I develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> I can show interest in the lives of people who are familiar to me. I can remember and talk about significant events in my own experience. I can recognise and describe special times or events for family or friends. I show interest in different occupations and ways of life. I know that there are different countries in the world and I can talk about the differences I have experienced or seen in photos. 		
The natural world	<ul style="list-style-type: none"> I can play with small-world models such as a farm, a garage or a train track. I can begin to understand the need to respect and care for the natural environment and all living things. I can explore collections of materials with similar and/or different properties. I can explore and talk about different forces I can feel. 	<ul style="list-style-type: none"> I can notice features of objects in the environment. I can use all of my senses in exploration of natural materials. I can talk about the differences between materials and changes I notice. I can talk about some of the things I have observed such as plants, animals, natural and found objects. 	<ul style="list-style-type: none"> I can ask questions about aspects of my familiar world such as the place where I live or the natural world. I can start to develop an understanding of growth, decay and changes over time. I can show care and concern for living things and the environment I can plant seeds and care for growing plants. I understand the key features of the life cycle of a plant and an animal. 		
F2					
Past and present	<ul style="list-style-type: none"> I can remember and talk about significant events in my own experience. 	<ul style="list-style-type: none"> I can compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> I can comment on images of familiar situations in the past. 		
People, culture and communities	<ul style="list-style-type: none"> I show an interest in different occupations and ways of life. I can talk about members of my immediate family and community. I can name and describe people who are familiar to me I can recognise and describe special times or events for family or friends. 	<ul style="list-style-type: none"> I can draw information from a simple map. I understand that some places are special to members of my community. I recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> I can recognise some similarities and differences between life in this country and life in other countries. 		
The natural world	<ul style="list-style-type: none"> I can ask questions about aspects of my familiar world such as the place where I live or the natural world. I can talk about some of the things I have observed such as plants, animals, natural and found objects. I show care and concern for living things and the environment I understand the effect of changing seasons on the natural world around me. 	<ul style="list-style-type: none"> I can talk about why things happen and how things work. I can describe what I see, hear and feel whilst outside. I recognise some environments that are different to the one in which I live. I understand the effect of changing seasons on the natural world around me. 	<ul style="list-style-type: none"> I understand the effect of changing seasons on the natural world around me. I show an understanding of growth, decay and changes over time. 		

<p>Expressive Arts and Design</p> 	<p>Using tools correctly Exploring media and materials Exploring artistic effects Exploring sound Learning songs and rhymes Familiar role play</p>	<p>Using tools correctly Exploring media and materials Exploring artistic effects Colour mixing Exploring sound Learning songs and rhymes Moving to music Role play/vocab linked to topic</p>	<p>Using tools correctly Exploring media and materials Exploring artistic effects Colour mixing Joining materials Role play/vocab linked to topic Using instruments correctly Learning songs and rhymes Singing-Pitch and melodic shape</p>	<p>Using tools correctly Exploring media and materials Exploring artistic effects Colour mixing Joining materials Role play/vocab linked to topic Using instruments correctly Learning songs and rhymes Singing-Pitch and melodic shape</p>	<p>Using tools correctly Exploring media and materials Exploring artistic effects Role play/vocab linked to topic Learning songs and rhymes Following and creating rhythm F2-Performance art Creating with construction sets</p>	<p>Using tools correctly Exploring media and materials Exploring artistic effects Learning songs and rhymes F2-Performance art Following and creating rhythm Creating with construction sets</p>
F1						
<p>Creating with materials</p>	<ul style="list-style-type: none"> • I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.' 	<ul style="list-style-type: none"> • I can experiment with blocks, colours and marks • I can explore different materials freely, in order to develop my ideas about how to use them and what to make. • I can join different materials and explore different textures. • I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. • I can explore colour and colour-mixing. 	<ul style="list-style-type: none"> • I can explore colour and how colours can be changed. • I can draw with increasing complexity and detail, such as representing a face with a circle and including details. • I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc. • I can show interest in and describe the texture of things. • I can begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces. 			
<p>Being imaginative and expressive</p>	<ul style="list-style-type: none"> • I can begin to make-believe by pretending. • I can create sounds by banging, shaking, tapping or blowing. • I can join in singing favourite songs. 	<ul style="list-style-type: none"> • I can take part in simple pretend play, using an object to represent something else even though they are not similar. • I can begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • I can remember and sing entire songs. • I can sing the pitch of a tone sung by another person ('pitch match'). • I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • I can play instruments with increasing control to express my feelings and ideas. 	<ul style="list-style-type: none"> • I can create movement in response to music. • I can engage in imaginative role-play based on own first-hand experiences. • I can use available resources to create props to support role-play. • I enjoy joining in with dancing and ring games. • I can tap out simple repeated rhythms. • I can explore and learn how sounds can be changed • I can respond to what I have heard, expressing my thoughts and feelings. 			
F2						
<p>Creating with materials</p>	<ul style="list-style-type: none"> • I can explore colour and how colours can be changed. • I can draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<ul style="list-style-type: none"> • I can explore, use and refine a variety of artistic effects to express my ideas and feelings. • I can create collaboratively sharing ideas, resources and skills. 	<ul style="list-style-type: none"> • I can return to and build on my previous learning, refining ideas and developing my ability to represent them. 			
<p>Being imaginative and expressive</p>	<ul style="list-style-type: none"> • I can begin to move rhythmically. • I can tap out simple repeated rhythms. • I can sing to myself and makes up simple songs. • I can engage in imaginative role-play based on own first-hand experiences. 	<ul style="list-style-type: none"> • I can explore and learn how sounds can be changed. • I can develop preferences for forms of expression. • I can use movement to express feelings. • I can create movement in response to music. • I can use available resources to create props to support role-play. • Develop storylines in their pretend play. • I can listen attentively, move to and talk about music, expressing my feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. 			




Early Learning Goals-for the end of F2






 <p style="text-align: center;"><u>C&L</u></p>	 <p style="text-align: center;"><u>PSED</u></p>	 <p style="text-align: center;"><u>Physical Development</u></p>	 <p style="text-align: center;"><u>Literacy</u></p>	 <p style="text-align: center;"><u>Maths</u></p>	 <p style="text-align: center;"><u>Understanding the World</u></p>	 <p style="text-align: center;"><u>Expressive Arts and Design</u></p>
<p><u>ELG: Listening, attention and understanding</u></p> <ul style="list-style-type: none"> ✓ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ✓ Make comments about what they have heard and ask questions to clarify their understanding. ✓ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>ELG: Speaking</u></p> <ul style="list-style-type: none"> ✓ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ✓ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ✓ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p><u>ELG: Self regulation</u></p> <ul style="list-style-type: none"> ✓ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ✓ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ✓ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>ELG: Managing self</u></p> <ul style="list-style-type: none"> ✓ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ✓ Explain the reasons for rules, know right from wrong and try to behave accordingly. ✓ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>ELG: Building relationships</u></p> <ul style="list-style-type: none"> ✓ Work and play cooperatively and take turns with others. ✓ Form positive attachments to adults and friendships with peers. ✓ Show sensitivity to their own and to others' needs. 	<p><u>ELG: Fine motor skills</u></p> <ul style="list-style-type: none"> ✓ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ✓ Use a range of small tools, including scissors, paintbrushes and cutlery. ✓ Begin to show accuracy and care when drawing. <p><u>ELG: Gross motor skills</u></p> <ul style="list-style-type: none"> ✓ Negotiate space and obstacles safely, with consideration for themselves and others. ✓ Demonstrate strength, balance and coordination when playing. ✓ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p><u>ELG: Word reading</u></p> <ul style="list-style-type: none"> ✓ Say a sound for each letter in the alphabet and at least 10 digraphs. ✓ Read words consistent with their phonic knowledge by sound-blending. ✓ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p><u>ELG: Comprehension</u></p> <ul style="list-style-type: none"> ✓ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ✓ Anticipate (where appropriate) key events in stories. ✓ Use and understand recently introduced vocabulary during discussions about ✓ stories, non-fiction, rhymes and poems and during role play. <p><u>ELG: Writing</u></p> <ul style="list-style-type: none"> ✓ Write recognisable letters, most of which are correctly formed. ✓ Spell words by identifying sounds in them and representing the sounds with a letter or letters. ✓ Write simple phrases and sentences that can be read by others. 	<p><u>ELG: Numbers</u></p> <ul style="list-style-type: none"> ✓ Have a deep understanding of number to 10, including the composition of each number. ✓ Subitise (recognise quantities without counting) up to 5. ✓ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p><u>ELG: Numerical patterns</u></p> <ul style="list-style-type: none"> ✓ Verbally count beyond 20, recognising the pattern of the counting system. ✓ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ✓ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p><u>ELG: Past and Present</u></p> <ul style="list-style-type: none"> ✓ Talk about the lives of the people around them and their roles in society. ✓ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ✓ Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>ELG: People, culture and communities</u></p> <ul style="list-style-type: none"> ✓ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ✓ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ✓ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p><u>ELG: The Natural World</u></p> <ul style="list-style-type: none"> ✓ Explore the natural world around them, making observations and drawing pictures of animals and plants. ✓ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ✓ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p><u>ELG: Creating with materials</u></p> <ul style="list-style-type: none"> ✓ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ✓ Share their creations, explaining the process they have used. ✓ Make use of props and materials when role playing characters in narratives and stories. <p><u>ELG: Being imaginative and expressive</u></p> <ul style="list-style-type: none"> ✓ Invent, adapt and recount narratives and stories with peers and their teacher. ✓ Sing a range of well-known nursery rhymes and songs. ✓ Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.






Arnold View Primary School
EYFS Curriculum



Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Themes</p> 	<p>Fantasy Island</p>	<p>Somewhere over the rainbow</p>	<p>Animal Antics</p>	<p>Dinotastic!</p>	<p>Food, glorious food</p>	<p>It's a Wonderful World</p>
	<p><u>Mini themes/ interests/lines of enquiry</u></p> <p>Settling in/Routines School aims Social skills About me Significant authors Traditional tales Nursery rhymes Seasons-Autumn Children's film and book characters</p>	<p><u>Mini themes/ interests/lines of enquiry</u></p> <p>Nativity production Christmas past and present Christmas around the world Materials and forces Colour Celebrations: Birthdays Weddings Bonfire Night Remembrance Day Diwali</p>	<p><u>Mini themes/ interests/lines of enquiry</u></p> <p>Settling in/Routines School aims Social skills Seasons-Winter Habitats Groupings Young and old</p>	<p><u>Mini themes/ interests/lines of enquiry</u></p> <p>Maps Seasons-Spring Changing states Past and present</p>	<p><u>Mini themes/ interests/lines of enquiry</u></p> <p>Settling in/Routines School aims Social skills Road safety Keeping healthy Oral health Community</p>	<p><u>Mini themes/ interests/lines of enquiry</u></p> <p>Maps Sun safety Transition Seasons-Summer Growing Lifecycles</p>
<p>Key vocabulary</p> 	<p>cover/pages fiction/non-fiction poem/rhyme author illustrator setting characters seasons-Autumn</p>	<p>Celebrations Festivals Plastic Metal Paper/cardboard Glass Investigation Light/dark</p>	<p>seasons-Winter pets wild zoo farm endangered environments Environments comparisons Names for young and old animals</p>	<p>map seasons-Spring extinct/alive past/present compare similar different history</p>	<p>Healthy/unhealthy Senses words Taste words Food groups Fruit Vegetables Healthy choices exercise</p>	<p>environment weather/climate seasons-Summer habitat nature life cycle plant parts words chrysalis growth/change decay</p>
<p>Characteristics of Effective Learning</p> 	<p>Playing and exploring: -Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: -Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: -Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p>*All of the above are good indicators of being Reception or Year 1 ready*</p>					

<p><u>Overarching Principles</u></p> 	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Celebrate each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their own learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We are aware of children who need greater support than others.</p>					
<p><u>Our school values</u></p> 	<p style="text-align: center;">Ready, Respect, Safe Aspire, Believe, Achieve</p> <p>These are interwoven throughout the Foundation curriculum. A high profile is maintained through discussions, circle times, role play, assemblies and incidental opportunities.</p>					
<p><u>Assessment Opportunities</u></p> 	<p>On going assessments Analyse F1 Assessments In-house -Baseline data on entry National Baseline data RWI baseline assessments NELI assessments Phonic Intervention groups EYFS team meetings F1 Development Matters observation checkpoint</p>	<p>On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings Termly Assessment data In house moderation GLD predictions for EOY RWI assessments Phonic Intervention groups F1 Development Matters observation checkpoint</p>	<p>On going assessments EYFS team meetings Aut data analysis RWI assessments Phonic Intervention groups F1 Development Matters observation checkpoint</p>	<p>On going assessments Pupil progress meetings Parents evening info Termly Assessment data In house moderation EYFS team meetings RWI assessments Phonic Intervention groups F1 Development Matters observation checkpoint</p>	<p>On going assessments EYFS team meetings RWI assessments Phonic Intervention groups Spring data analysis F1 Development Matters observation checkpoint</p>	<p>On going assessments Pupil progress meetings EYFS team meetings F2 final data F1 EOY data In house moderation RWI assessments Phonic Intervention groups F1 Development Matters observation checkpoint</p>
<p><u>Parental Involvement</u></p> 	<p>Staggered Starts Home visits Phonics workshop Bedtime with Bob Bee Busy with Buzz Open classroom Stay for a story Grandparents Day</p>	<p>Nativity production Elf Day Parents Evening Pop in afternoons Bedtime with Bob Bee Busy with Buzz Open classroom Stay for a story</p>	<p>Storytelling week Share a story Bedtime with Bob Bee Busy with Buzz Open classroom Stay for a story</p>	<p>Parents Evening Share a story Pop in afternoons Bedtime with Bob Bee Busy with Buzz Open classroom Stay for a story</p>	<p>Share a story Bedtime with Bob Bee Busy with Buzz FS trip Open classroom Stay for a story Parents in-cultural food</p>	<p>Share a story Sports activities day F2 Moving up assembly Pop in afternoons Bedtime with Bob Bee Busy with Buzz Transition Open classroom Stay for a story</p>
<p><u>Texts</u></p> 	<p>F1 Traditional Tales Nursery rhymes Non-fiction texts Gruffalo The Smeds and the Smoos</p>	<p>F1 Nativity story Non-fiction texts Kippers Birthday Carry, Go, Bring, Come</p>	<p>F1 Non-fiction texts Farmer Duck Sharing a Shell Dear Zoo Owl Babies</p>	<p>F1 Non-fiction texts Harry and the Dinosaurs Dinosaur Roar Ten Little Dinosaurs The Worrysaurus</p>	<p>F1 Non-fiction texts Road Safety non-fiction Oliver's Vegetables Handa's Surprise I Can Eat A Rainbow Which Food Will You Choose</p>	<p>F1 Seasons Non-fiction texts Jack and the Beanstalk Jaspers Beanstalk Max and The Sun</p>

<p><u>Texts</u></p> 	<p>F2 Traditional Tale alternatives Non-fiction texts Charlie Cooks favourite book Mr Benn The Wizard of Oz Mary Poppins</p>	<p>F2 Nativity story Non-fiction texts The Night Before My Birthday The Story of The Great Race When Willy went to the wedding</p>	<p>F2 Non-fiction texts My Cat Likes to Hide in Boxes Tiddler Zoo Hullabaloo Penguin Small</p>	<p>F2 Non-fiction texts If I had a Dinosaur Dinosaurs Love Underpants Mad About Dinosaurs</p>	<p>F2 Non-fiction texts Road Safety non-fiction Sam's Sandwich I Don't like Peas The World Came To My Place Today Supertato</p>	<p>F2 Seasons Non-fiction texts Jack and the Beanstalk The Tiny Seed George the Sun Safe Superstar</p>
<p><u>Poetry</u></p> 	<p>F1: I can sing a rainbow F2: Colour poem</p>		<p>F1: Superhero, superhero F2: Animal poem-Imagine</p>		<p>F1: A little seed F2: The little plant</p>	
<p><u>Experiences/WOW days/enrichment opportunities</u></p> 	<p>Gruffalo tea party Talk like a pirate day International week of the deaf Sukkot Black History Month Harvest Snuggle up and read day Baking/Cookery Forest school</p>	<p>Elmer colour day challenge Diwali Remembrance Day Anti bullying Week Bonfire Night Christmas celebrations Children in Need Baking/Cookery Forest school Jobs visitors</p>	<p>Animal Hullabaloo National Storytelling Week Safer Internet Day Chinese New Year Australia Day National Birdwatch Baking/Cookery Forest school</p>	<p>Our classroom has turned into Dinoland! World Book Day Shrove Tuesday Mothers Day Holi Easter Baking/Cookery Forest school</p>	<p>Trip to Rushcliffe Country Park Healthy food tasting St Georges Day Walk to school week National smile month Baking/Cookery Forest school Dentist visit</p>	<p>Beach party Ice cream parlour Fathers Day Sports day Whole school picnic Baking/Cookery Forest school Walk to the park Caterpillars and snails</p>

Each Area of Learning contains termly statements for F1 and F2 that, if attained, will enable:

1. A nursery child to reach a typical level of development and be ready for reception. 2. A reception child to reach a good level of development and the Early Learning Goals.

Prime Areas of Learning

Communication and Language



The development of children’s spoken language underpins all seven areas of learning and development. Children’s **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**.
C&L is developed throughout the year through high quality interactions, vocabulary enrichment, daily group discussions, PSED circle times, daily stories, singing, speech and language interventions, role play, EYFS productions and school assemblies

F1

<p>Listening, attention and understanding</p>	<ul style="list-style-type: none"> • I can concentrate for slightly longer periods. (3 minutes) • I can respond to my own name • I can match objects to names • I can respond to very simple requests especially when shown first by an adult. • I can understand more simple questions and instructions. E.g. 'where is your shoe?' and 'show me your nose'. • I can identify my own friends. • I can operate some ICT or mechanical toys. 	<ul style="list-style-type: none"> • I can concentrate for slightly longer periods. (6 minutes) I can identify characters and actions in my favourite books. • I can understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • I can start to respond to simple questions. • I can respond to my own name and will change my activity when encouraged to by adults • I can understand between 200 and 500 words. • I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • I can enjoy listening to longer stories and can remember much of what happens. 	<ul style="list-style-type: none"> • I can listen to and follow directions. • I can follow instructions using prepositions. • I can respond to a string of requests one after another (not quickly). • I can ask and respond to 'why' questions. • I can follow a story with props and pictures. • I can operate a CD player or MP3 player and show understanding of the remote controls. • I can show interest in other technological items.
<p>Speaking</p>	<ul style="list-style-type: none"> • I can make requests using two words. • I can use everyday words to talk about people I know. • I can use 50 or more single words. These will also become more recognisable to others. • I can start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'. 	<ul style="list-style-type: none"> • I can remember and use new words. My vocabulary increases rapidly. • I can ask questions and respond to questions using simple sentences. • Use a wider range of vocabulary. • I can talk about familiar books, and tell a long story. • I can use longer sentences of four to six words. • I can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions. • I can start a conversation and continue it for many turns. 	<ul style="list-style-type: none"> • I can start to link simple sentences. • I can explain in simple sentences what happened and what might happen. • I can use tense, intonation and rhythm to enhance meaning. • I can use vocabulary to express imaginary events in play • I can use the future and past tense • I can answer 'why' questions

F2

<p>Listening, attention and understanding</p>	<ul style="list-style-type: none"> • I can listen to and then follow an instruction. • I can follow instructions using prepositions. • I can respond to a string of requests one after another (not quickly) • I can ask and respond to 'why' questions. • I can operate a CD player or MP3 player and show understanding of the remote controls. • I can show interest in other technological items. 	<ul style="list-style-type: none"> • I can ask questions about my favourite books. • I can learn rhymes, poems and songs. • I can respond quickly to a series of instructions. • I can laugh at funny rhymes and jokes. • I can have a conversation and I can respond to other children's opinions. • I can understand and complete a simple program on a computer. • I can engage in non-fiction books. 	<ul style="list-style-type: none"> • I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • I can remember key points from a story told without props or pictures. • I can listen to a whole story and comment on what is happening.
<p>Speaking</p>	<ul style="list-style-type: none"> • I can explain in simple sentences, including ordering, stating what happened and what might happen. • I can use tense, intonation and rhythm to enhance meaning. • I can use vocabulary to express imaginary events in play. 	<p>I can explore new vocabulary, sounds and intonation.</p> <ul style="list-style-type: none"> • I can use language to create imaginary events, story lines and themes and I can express myself to friends and adults. • I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went') • Use new vocabulary through the day. • Develop social phrases. 	<ul style="list-style-type: none"> • I can retell the story, once I have developed a deep familiarity with the text; some exact repetition and some in my own words. • I can articulate my ideas and thoughts in well-formed sentences. • I can describe events in some detail. • I can use talk to help work out problems and organise thinking • I can use new vocabulary in different contexts I can ask questions to check I understand what has been said.

Personal, Social and Emotional Development




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**.

F1

<p>Self regulation</p>	<ul style="list-style-type: none"> • I can separate from my main carer with support and encouragement from a familiar adult. • I can join in a range of activities that interest me. 	<ul style="list-style-type: none"> • I can demonstrate a sense of self as an individual. • I can select and use resources with support. • I can develop my sense of responsibility and membership of a community. • I can become more outgoing with unfamiliar people, in the safe context of my setting. • I can show more confidence in new social situations. 	<ul style="list-style-type: none"> • I can select and use activities and resources. • I enjoy the responsibility of carrying out small tasks. • I welcome and value praise for what I have done.
<p>Managing self</p>	<ul style="list-style-type: none"> • I can begin to learn that some things are mine, some things are shared and some things belong to other people. • I can respond to the feelings and wishes of others. • I have a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle • I have a growing ability to distract myself when upset, e.g. by engaging in a new play activity. 	<ul style="list-style-type: none"> • I can respond to a few appropriate boundaries, with encouragement and support. • I can express my own feelings such as sad, happy, cross, scared, worried. • I can inhibit my own actions/behaviours, e.g. stop myself from doing something I shouldn’t do. • I can begin to understand how others might be feeling. 	<ul style="list-style-type: none"> • I am aware of my own feelings, and know that some actions and words can hurt others’ feelings. • I can usually tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.
<p>Building relationships</p>	<ul style="list-style-type: none"> • I can play alongside others. 	<ul style="list-style-type: none"> • I seek out others to share experiences. • I may form a special friendship with another child. • I can show affection and concern for people who are special to me. • I can 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. 	<ul style="list-style-type: none"> • I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • I can keep play going by responding to what others are saying or doing. • I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

F2

<p>Self regulation</p>	<ul style="list-style-type: none"> • I can accept the needs of others and I can take turns and share resources. • I can usually adapt my behaviour to different events, social situations and changes in routine. 	<ul style="list-style-type: none"> • I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them. • I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy. • I am aware of the boundaries set and of behavioural expectations in the class. 	<ul style="list-style-type: none"> • I can identify and moderate my feelings socially and emotionally.
<p>Managing self</p>	<ul style="list-style-type: none"> • I enjoy the responsibility of carrying out small tasks. • I am confident to talk to other children when playing, and will communicate freely about my home and community. • I am outgoing towards unfamiliar people and more confident in new social situations. 	<ul style="list-style-type: none"> • I can show enthusiasm and excitement when anticipating and engaging in certain activities • I am confident to speak to others about own needs, wants, interests and opinions. • I am confident in speaking in front of a small group. 	<ul style="list-style-type: none"> • I can show resilience and perseverance in the face of challenge.
<p>Building relationships</p>	<ul style="list-style-type: none"> • I can initiate play, offering cues to my friends to join me. • I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults. 	<ul style="list-style-type: none"> • I can start conversations and take account of what others say. • I can take steps to resolve conflicts with other children. • I can play in a group, extending and elaborating play ideas. 	<ul style="list-style-type: none"> • I can think about the perspectives of others

<p>Physical Development</p> 	<p>Circle games Yoga Outdoor play Funky Fingers Dough Disco Handwriting Squiggle while you wiggle</p>	<p>Dance Drama Yoga Outdoor play Funky Fingers Dough Disco Handwriting Squiggle while you wiggle</p>	<p>Ball skills Apparatus Yoga Outdoor play Funky Fingers Dough Disco Handwriting Squiggle while you wiggle</p>	<p>Dance Apparatus Yoga Outdoor play Funky Fingers Dough Disco Handwriting Squiggle while you wiggle</p>	<p>Tennis Apparatus Yoga Outdoor play Funky Fingers Dough Disco Handwriting Squiggle while you wiggle</p>	<p>Ball skills Team games Apparatus Yoga Outdoor play Funky Fingers Dough Disco Handwriting Squiggle while you wiggle</p>
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F1


<p>Fine motor skills</p>	<ul style="list-style-type: none"> • I can use a palmer grasp and four-finger grip. • I can show a preference for a dominant hand. 	<ul style="list-style-type: none"> • I can use a comfortable grip with good control when holding pens and pencils. • I can use one-handed tools and equipment, e.g. make snips in paper with child scissors. 	<ul style="list-style-type: none"> • I can use a five-finger grasp and pincer grip. • I can pick up tiny objects using a fine pincer grasp. • I can use pincers, tweezers and threading equipment with increasing control and confidence.
<p>Gross motor skills</p>	<ul style="list-style-type: none"> • I can squat to pick up toys. • I can attempt to kick a ball. • I can stand on one foot with support. • I can use my feet to scoot along on a trike. • I can control my whole body and am able to negotiate space and objects. • I can use large-muscle movements to wave flags and streamers, paint and make marks. 	<ul style="list-style-type: none"> • I can stop confidently when moving around the environment and can now run safely. • I can squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands. • I can stand momentarily on one foot when shown. • I can kick a large ball. • I can respond and move to rhythm and music. • I can make simple models using construction toys. 	<ul style="list-style-type: none"> • I can catch a large ball. • I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. • I can continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.

F2

<p>Fine motor skills</p>	<ul style="list-style-type: none"> • I can use a tripod grasp. 	<ul style="list-style-type: none"> • I can develop the foundations of a handwriting style which is fast, accurate and efficient. • I can control finer tools when playing with dough. 	<ul style="list-style-type: none"> • I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
<p>Gross motor skills</p>	<ul style="list-style-type: none"> • I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. • I can catch a large ball. • I can continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills. 	<ul style="list-style-type: none"> • I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • I can travel with confidence and skill around, under, over and through balancing and climbing equipment. • I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. 	<ul style="list-style-type: none"> • I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • I can develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Specific Areas of Learning

Specific Areas of Learning			
<p>Literacy</p> 	<p>Read Write Inc. Phonics is a DfE-validated systematic synthetic phonics programme with a whole-school approach to teaching early reading and writing. It teaches children to read accurately, fluently and with understanding, to spell, and to write their own compositions. Direct teaching underpins Read Write Inc. Every day, children learn new sounds, and review previous sounds and words. They apply what they've been taught by reading words containing the sounds they know in matched decodable books and other texts, and write these sounds in individual words and, later, sentences. Children work in a progress group for one hour each day. This means they learn at their 'challenge' level for five hours a week. Reception children build up to this hour throughout the year. Nursery children begin the programme in the Summer term, prior to starting Reception.</p>		
F1			
<p>Word Reading and Comprehension</p>	<p>Stories, rhymes, mark making, name writing Phase 1 phonics</p>	<p>Stories, rhymes, mark making, name writing Phase 1 phonics</p>	<p>Stories, rhymes, mark making, name writing RWI</p>
	<ul style="list-style-type: none"> • I can repeat songs, rhymes, stories and repeat familiar phrases. • I can fill in missing words from well known rhymes. 	<ul style="list-style-type: none"> • I can show a preference for a book or a song or a rhyme. • I can notice and repeat sounds. • I can identify signs and symbols in the environment and recall what they mean. • I can understand key concepts about print: <ul style="list-style-type: none"> -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -page sequencing • I can recognise my own name. 	<ul style="list-style-type: none"> • I can join in with the rhythm of well-known rhymes and songs. • I can make suggestions about what might happen next in a story. • I can say the names of the different parts of a book • I can develop my phonological awareness, so that I can: <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound • I can engage in extended conversations about stories, learning new vocabulary.
<p>Writing</p>	<ul style="list-style-type: none"> • I can control the marks on the page. • I can distinguish between the different marks I make. 	<ul style="list-style-type: none"> • I can use some of my print and letter knowledge in my writing. • I can start to write identifiable shapes and letters. • I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. 	<ul style="list-style-type: none"> • I can identify sounds from my own name in other words. • I can write some letters accurately. • I can write some or all of my name.
F2			
<p>Word Reading</p>	<ul style="list-style-type: none"> • I can join in with the rhythm of well-known rhymes and songs. • I can identify rhymes. • I can identify sounds in words, in particular, initial sounds. • I can read individual letters by saying the sounds for them. • I can segment and blend simple words demonstrating my knowledge of sounds (with support). 	<ul style="list-style-type: none"> • I can find my own rhymes. • I can segment and blend simple words demonstrating my knowledge of sounds (independently). • I can read simple words and simple sentences. • I can read some letter groups that each represent one sound and say sounds for them. • I can read a few common exception words matched to the school's phonic programme. 	<ul style="list-style-type: none"> • I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
<p>Writing</p>	<p>Handwriting</p> <ul style="list-style-type: none"> • I can write some letters accurately. <p>Composition</p> <ul style="list-style-type: none"> • I can give meaning to my marks as I write. <p>Spelling</p> <ul style="list-style-type: none"> • I can identify sounds from my own name in other words. • I can ascribe meaning to other marks like on signage. <p>Grammar, Punctuation</p> <ul style="list-style-type: none"> • I can recognise a capital letter at the start of my name 	<p>Handwriting</p> <ul style="list-style-type: none"> • I can sit on a chair with a straight back and my feet on the floor. <p>Composition</p> <ul style="list-style-type: none"> • I can use some identifiable letters to communicate meaning and use them to write captions and labels. <p>Spelling</p> <ul style="list-style-type: none"> • I can spell words (with support) by identifying the sounds and then writing the sound with letter/s. <p>Grammar, Punctuation</p> <ul style="list-style-type: none"> • I can talk about sentences and start to write short sentences. 	<p>Handwriting</p> <ul style="list-style-type: none"> • I can form lower-case and capital letters correctly. <p>Composition</p> <ul style="list-style-type: none"> • I can begin to rehearse what I write orally before writing. <p>Spelling</p> <ul style="list-style-type: none"> • I can spell words (independently) by identifying the sounds and then writing the sound with letter/s. <p>Grammar, Punctuation</p> <ul style="list-style-type: none"> • I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • I can re-read what I have written to check that it makes sense.
<p>Comprehension</p>	<ul style="list-style-type: none"> • I can tell a story to friends. • I can talk about my favourite book. 	<ul style="list-style-type: none"> • I can talk about events and characters in books. • I can make suggestions about what might happen next in a story. • I can use vocabulary and events from stories in my play. 	<ul style="list-style-type: none"> • I can re-read books to build up my confidence in word reading, fluency and understanding and enjoyment.

<p>Maths</p> 	F1					
<p>Number And Numerical Patterns</p>	<p>number songs counting rhymes</p>	<p>Inset Puzzles, size and shape Number - number songs, counting rhymes</p>	<p>Counting, saying numbers to 5 and beyond, subitising Measures - length/height/ /weight</p>	<p>Counting, saying numbers to 5 and beyond subitising Patterns</p>	<p>Subitising counting 1:1 linking numerals to amounts more than, fewer than</p>	<p>Talk about and explore shapes, Making comparisons in terms of measures. Describing a sequence of events</p>
<p>SSM</p>	<ul style="list-style-type: none"> • I can start to fit shapes into board puzzles or shape sorters. • I can begin to build using simple blocks. • I can fill and empty a container. 	<ul style="list-style-type: none"> • I can start to fit shapes into board puzzles or shape sorters. • I can begin to build using simple blocks. • I can fill and empty a container. 	<ul style="list-style-type: none"> • I can start to fit shapes into board puzzles or shape sorters. • I can begin to build using simple blocks. • I can fill and empty a container. 	<ul style="list-style-type: none"> • I can start to fit shapes into board puzzles or shape sorters. • I can begin to build using simple blocks. • I can fill and empty a container. 	<ul style="list-style-type: none"> • I can start to fit shapes into board puzzles or shape sorters. • I can begin to build using simple blocks. • I can fill and empty a container. 	<ul style="list-style-type: none"> • I can start to fit shapes into board puzzles or shape sorters. • I can begin to build using simple blocks. • I can fill and empty a container.

Maths



Power Maths Reception is a DfE recommended, whole-class mastery approach to maths, which fully covers the Early Learning Goals. Power Maths is structured around a whole-class interactive teaching model that focuses on helping all children to build a deep understanding of maths concepts and a confidence in maths. It is fully aligned to the White Rose Maths progressions and schemes of work. The whole-class approach promotes growth mindset and problem solving and helps equip children with deeper conceptual understanding, whilst meeting the specific needs of individual children.

<u>Number – number and place value</u> Numbers to 5 Comparing groups within 5	<u>Geometry –properties of shape</u> 3D/2D Shapes Spatial awareness <u>Number – addition and subtraction</u> Change within 5 Number bonds within 5	<u>Number – number and place value</u> Numbers to 10 Comparing numbers within 10 <u>Measure-</u> length/height/ distance/weight <u>Number – addition and subtraction</u> Addition to 10	<u>Number – addition and subtraction</u> Number bonds to 10 Subtraction <u>Geometry –properties of shape</u> Exploring patterns	<u>Number – addition and subtraction</u> Counting on and counting back <u>Number – number and place value</u> Numbers to 20 <u>Number – multiplication and division</u> <u>Numerical patterns-</u> doubling/halving and sharing/odds and evens	<u>Geometry – properties of shape</u> Composing and decomposing <u>Number – number and place value</u> <u>Measure-</u> Volume and capacity <u>Number – addition and subtraction</u> Sorting <u>Measure-Time</u>
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Number And Numerical Patterns

- I can count objects to 5 and begin to count beyond 10.
- I can count out up to 5 objects from a larger group.
- I can select the correct numeral to represent 1 to 5, then 1 to 10 objects.
- I can automatically recall number bonds for numbers 0–5.
- I understand addition up to 5 using all combinations.

- I can select the correct numeral to represent 1–20.
- I can begin to use ‘teens’ to count beyond 10.
- I can count an irregular arrangement of up to ten objects.
- I can estimate how many objects I can see and check by counting them.
- I can subitise.
- I can compare numbers.
- I understand the ‘one more than/one less than’ relationship between consecutive numbers.
- I can find the total number of items in two groups by counting all of them and starting to use ‘counting on’.
- I understand addition up to 5 using all combinations. Then 6, 7, 8, 9, 10.
- I can explore the composition of numbers to 10.
- I can automatically recall number bonds for numbers 0–10.
- I can continue, copy and create repeating patterns.

- I can show some understanding of doubling and halving and odd and even in familiar contexts.
- I can begin to use the vocabulary involved in adding and subtracting including counting on and back.

SSM

- Measurement**
- I can talk about the routine of the day and use language like before, after.
 - I can use comparative language like taller, shorter, the same.

- Geometry –properties of shapes**
- I can identify shapes in the environment.
 - I can start to find appropriate shapes for certain tasks.

- Geometry –position and direction**
- I can start to make more meaningful pictures, patterns and arrangements with shapes.
 - I can select, rotate and manipulate shapes in order to develop spatial reasoning skills.

- Measurement**
- I can experiment with length, height, distance and weight and use my findings to order and group items.
 - I can identify money and I can start to use money in my play.


- Geometry –properties of shapes**
- I can ask questions about their observations of differences and similarities.
 - I can recall names for 2D and 3D shapes and I can use some of the terms to describe their properties.
 - I can order and sort according to simple properties.


- Geometry –position and direction**
- I can notice similarities, differences, patterns and changes.

- Measurement**
- I can recall routines and start to relate them to the time on the clock.
 - I can experiment with volume and capacity and use my findings to order and group items.








- Geometry –properties of shapes**
- I can compose and decompose shapes so that I recognise a shape can have other shapes within it, just as numbers can.

- Geometry –position and direction**
- I can use the language of direction when programming toys

<p>Understanding the World</p> 	RE				
	We're Special – Caring, Belonging & Baptism	Special Times 2- Celebrations – (Harvest Eid and Christmas)	Special Stories from the Bible	A Special Time - Easter and Dottie and Buzz	Jesus' Miracles – A Special Person
	Science focus				
	Changing seasons-Autumn Cookery-healthy food/food decay	Materials Forces Cookery-changing states-liquid/solid	Changing seasons-Winter Cookery-changing states-heat Habitats Animal groupings	Changing seasons-Spring Changing states Cookery-changing states-cold Living/extinct	Cookery-changing states-liquid/solid Senses Healthy bodies
Investigations					
F1: Shaving foam rain clouds		F1: Science week investigation		F1: Bees and pollination and sticky web experiment	
F2: Which material makes the best bed for Baby Jesus?		F2: Science week investigation		F2: Life cycle observation and recording	
F1					
Past and present People, culture and communities	<ul style="list-style-type: none"> • I can recognise my own immediate family and relations. • I show interest in different occupations. • I can see my new friends have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> • I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. • I can begin to make sense of my own life-story and family's history. • I develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • I can show interest in the lives of people who are familiar to me. • I can remember and talk about significant events in my own experience. • I can recognise and describe special times or events for family or friends. • I show interest in different occupations and ways of life. • I know that there are different countries in the world and I can talk about the differences I have experienced or seen in photos. 		
The natural world	<ul style="list-style-type: none"> • I can play with small-world models such as a farm, a garage or a train track. • I can begin to understand the need to respect and care for the natural environment and all living things. • I can explore collections of materials with similar and/or different properties. • I can explore and talk about different forces I can feel. 	<ul style="list-style-type: none"> • I can notice features of objects in the environment. • I can use all of my senses in exploration of natural materials. • I can talk about the differences between materials and changes I notice. • I can talk about some of the things I have observed such as plants, animals, natural and found objects. 	<ul style="list-style-type: none"> • I can ask questions about aspects of my familiar world such as the place where I live or the natural world. • I can start to develop an understanding of growth, decay and changes over time. • I can show care and concern for living things and the environment • I can plant seeds and care for growing plants. • I understand the key features of the life cycle of a plant and an animal. 		
F2					
Past and present	<ul style="list-style-type: none"> • I can remember and talk about significant events in my own experience. 	<ul style="list-style-type: none"> • I can compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • I can comment on images of familiar situations in the past. 		
People, culture and communities	<ul style="list-style-type: none"> • I show an interest in different occupations and ways of life. • I can talk about members of my immediate family and community. • I can name and describe people who are familiar to me • I can recognise and describe special times or events for family or friends. 	<ul style="list-style-type: none"> • I can draw information from a simple map. • I understand that some places are special to members of my community. • I recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> • I can recognise some similarities and differences between life in this country and life in other countries. 		
The natural world	<ul style="list-style-type: none"> • I can ask questions about aspects of my familiar world such as the place where I live or the natural world. • I can talk about some of the things I have observed such as plants, animals, natural and found objects. • I show care and concern for living things and the environment • I understand the effect of changing seasons on the natural world around me. 	<ul style="list-style-type: none"> • I can talk about why things happen and how things work. • I can describe what I see, hear and feel whilst outside. • I recognise some environments that are different to the one in which I live. • I understand the effect of changing seasons on the natural world around me. 	<ul style="list-style-type: none"> • I understand the effect of changing seasons on the natural world around me. • I show an understanding of growth, decay and changes over time. 		

<p>Expressive Arts and Design</p> 	<p>Using tools correctly Exploring media and materials Exploring artistic effects Exploring sound Learning songs and rhymes Familiar role play</p>	<p>Using tools correctly Exploring media and materials Exploring artistic effects Colour mixing Exploring sound Learning songs and rhymes Moving to music Role play/vocab linked to topic</p>	<p>Using tools correctly Exploring media and materials Exploring artistic effects Colour mixing Joining materials Role play/vocab linked to topic Using instruments correctly Learning songs and rhymes Singing-Pitch and melodic shape</p>	<p>Using tools correctly Exploring media and materials Exploring artistic effects Colour mixing Joining materials Role play/vocab linked to topic Using instruments correctly Learning songs and rhymes Singing-Pitch and melodic shape</p>	<p>Using tools correctly Exploring media and materials Exploring artistic effects Role play/vocab linked to topic Learning songs and rhymes Following and creating rhythm F2-Performance art Creating with construction sets</p>	<p>Using tools correctly Exploring media and materials Exploring artistic effects Learning songs and rhymes F2-Performance art Following and creating rhythm Creating with construction sets</p>
F1						
<p>Creating with materials</p>	<ul style="list-style-type: none"> • I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.' • I can experiment with blocks, colours and marks • I can explore colour and colour-mixing. 	<ul style="list-style-type: none"> • I can explore different materials freely, in order to develop my ideas about how to use them and what to make. • I can join different materials and explore different textures. • I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> • I can explore colour and how colours can be changed. • I can draw with increasing complexity and detail, such as representing a face with a circle and including details. • I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc. • I can show interest in and describe the texture of things. • I can begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces. 			
<p>Being imaginative and expressive</p>	<ul style="list-style-type: none"> • I can begin to make-believe by pretending. • I can create sounds by banging, shaking, tapping or blowing. • I can join in singing favourite songs. 	<ul style="list-style-type: none"> • I can take part in simple pretend play, using an object to represent something else even though they are not similar. • I can begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • I can remember and sing entire songs. • I can sing the pitch of a tone sung by another person ('pitch match'). • I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • I can play instruments with increasing control to express my feelings and ideas. 	<ul style="list-style-type: none"> • I can create movement in response to music. • I can engage in imaginative role-play based on own first-hand experiences. • I can use available resources to create props to support role-play. • I enjoy joining in with dancing and ring games. • I can tap out simple repeated rhythms. • I can explore and learn how sounds can be changed • I can respond to what I have heard, expressing my thoughts and feelings. 			
F2						
<p>Creating with materials</p>	<ul style="list-style-type: none"> • I can explore colour and how colours can be changed. • I can draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<ul style="list-style-type: none"> • I can explore, use and refine a variety of artistic effects to express my ideas and feelings. • I can create collaboratively sharing ideas, resources and skills. 	<ul style="list-style-type: none"> • I can return to and build on my previous learning, refining ideas and developing my ability to represent them. 			
<p>Being imaginative and expressive</p>	<ul style="list-style-type: none"> • I can begin to move rhythmically. • I can tap out simple repeated rhythms. • I can sing to myself and makes up simple songs. • I can engage in imaginative role-play based on own first-hand experiences. 	<ul style="list-style-type: none"> • I can explore and learn how sounds can be changed. • I can develop preferences for forms of expression. • I can use movement to express feelings. • I can create movement in response to music. • I can use available resources to create props to support role-play. • Develop storylines in their pretend play. • I can listen attentively, move to and talk about music, expressing my feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. 			

Early Learning Goals-for the end of F2

<p style="text-align: center;"><u>C&L</u></p> 	<p style="text-align: center;"><u>PSED</u></p> 	<p style="text-align: center;"><u>Physical Development</u></p> 	<p style="text-align: center;"><u>Literacy</u></p> 	<p style="text-align: center;"><u>Maths</u></p> 	<p style="text-align: center;"><u>Understanding the World</u></p> 	<p style="text-align: center;"><u>Expressive Arts and Design</u></p> 
<p><u>ELG: Listening, attention and understanding</u></p> <ul style="list-style-type: none"> ✓ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ✓ Make comments about what they have heard and ask questions to clarify their understanding. ✓ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p style="text-align: center;"><u>ELG: Speaking</u></p> <ul style="list-style-type: none"> ✓ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ✓ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ✓ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p style="text-align: center;"><u>ELG: Self regulation</u></p> <ul style="list-style-type: none"> ✓ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ✓ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ✓ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p style="text-align: center;"><u>ELG: Managing self</u></p> <ul style="list-style-type: none"> ✓ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ✓ Explain the reasons for rules, know right from wrong and try to behave accordingly. ✓ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p style="text-align: center;"><u>ELG: Building relationships</u></p> <ul style="list-style-type: none"> ✓ Work and play cooperatively and take turns with others. ✓ Form positive attachments to adults and friendships with peers. ✓ Show sensitivity to their own and to others' needs. 	<p style="text-align: center;"><u>ELG: Fine motor skills</u></p> <ul style="list-style-type: none"> ✓ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ✓ Use a range of small tools, including scissors, paintbrushes and cutlery. ✓ Begin to show accuracy and care when drawing. <p style="text-align: center;"><u>ELG: Gross motor skills</u></p> <ul style="list-style-type: none"> ✓ Negotiate space and obstacles safely, with consideration for themselves and others. ✓ Demonstrate strength, balance and coordination when playing. ✓ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p style="text-align: center;"><u>ELG: Word reading</u></p> <ul style="list-style-type: none"> ✓ Say a sound for each letter in the alphabet and at least 10 digraphs. ✓ Read words consistent with their phonic knowledge by sound-blending. ✓ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p style="text-align: center;"><u>ELG: Comprehension</u></p> <ul style="list-style-type: none"> ✓ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ✓ Anticipate (where appropriate) key events in stories. ✓ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p style="text-align: center;"><u>ELG: Writing</u></p> <ul style="list-style-type: none"> ✓ Write recognisable letters, most of which are correctly formed. ✓ Spell words by identifying sounds in them and representing the sounds with a letter or letters. ✓ Write simple phrases and sentences that can be read by others. 	<p style="text-align: center;"><u>ELG: Numbers</u></p> <ul style="list-style-type: none"> ✓ Have a deep understanding of number to 10, including the composition of each number. ✓ Subitise (recognise quantities without counting) up to 5. ✓ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p style="text-align: center;"><u>ELG: Numerical patterns</u></p> <ul style="list-style-type: none"> ✓ Verbally count beyond 20, recognising the pattern of the counting system. ✓ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ✓ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p style="text-align: center;"><u>ELG: Past and Present</u></p> <ul style="list-style-type: none"> ✓ Talk about the lives of the people around them and their roles in society. ✓ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ✓ Understand the past through settings, characters and events encountered in books read in class and storytelling. <p style="text-align: center;"><u>ELG: People, culture and communities</u></p> <ul style="list-style-type: none"> ✓ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ✓ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ✓ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p style="text-align: center;"><u>ELG: The Natural World</u></p> <ul style="list-style-type: none"> ✓ Explore the natural world around them, making observations and drawing pictures of animals and plants. ✓ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ✓ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p style="text-align: center;"><u>ELG: Creating with materials</u></p> <ul style="list-style-type: none"> ✓ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ✓ Share their creations, explaining the process they have used. ✓ Make use of props and materials when role playing characters in narratives and stories. <p style="text-align: center;"><u>ELG: Being imaginative and expressive</u></p> <ul style="list-style-type: none"> ✓ Invent, adapt and recount narratives and stories with peers and their teacher. ✓ Sing a range of well-known nursery rhymes and songs. ✓ Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.