















# MEADOWDALE EARLY YEARS CURRICULUM







## NURSERY CYCLE 1

Maths						
	Amazing Autumn	Frozen Land	All the Colours of The Rainbow	5,4,3,2,1 Blast Off!	The Garden of Life	Once Upon a Time
<b>Maths (Number)</b>	<b>Pre-Number Strand</b> Counting (Making a set, comparing sets attribute discrimination, matching objects, rote counting) Introduction to Numicon and other Number representations Number songs Number recognition of personal significance numerals in the environment Reading and writing Creates and experiments with symbols and marks representing ideas of number.		<b>The Number Strand</b> Counting and naming sets to 5. One to one correspondence (tagging / synchrony / tracking) Cardinality Stable order principle (they must be in a repeatable order and this stable order must be at least as long as the number of items that are to be counted) Conservation of number (quality does not change with physical rearrangement) Subitizing to 5 Counting on and back		<b>The Number Strand</b> Counting (naming sets 6-10) 1 more / 1 less as the next number (number after rule) Symbols / words for sets Numeral matching Abstraction principle (objects can be different sized or colour but still the same amount) Number irrelevance principle (order of counting is not important) Subitizing (instant recognition) Balancing numbers (same / equals) Small number addition (how many altogether)	
<b>Maths (Measure, shape and spatial thinking)</b>	Making and identifying patterns Playing with shapes or making arrangements with objects Matching objects.		Categorising objects according to properties such as shape or size. Begins to use the language of size. (shorter / taller) Developing positional language Exploring Weight (Lighter / heavier) Exploring Capacity (full, empty, half full)		Shapes introduction to 2D shapes Continuing simple patterns	

More able / challenge  
 Making, counting and naming groups of ten.

English						
	Amazing Autumn	Frozen Land	All the Colours of The Rainbow	5,4,3,2,1 Blast Off!	The Garden of Life	Once Upon a Time
Speaking	<p>Use simple sentences with 3-4 words Talk about a range of different things Use objects or gestures to help me explain what I mean when I am talking Ask questions such as what, where and who. Beginning to use word endings such as I am going. Using new words to describe what they are doing.</p>		<p>Begin to use longer sentences, sometimes using and because. Talk about something that has happened yesterday Ask lots of questions and answer questions. Talk about what they are doing now and what might happen later or tomorrow. Clarity of meaning when they are trying to describe something. Use lots of new vocabulary about things that interest me. Pretend about things I am doing and describe what I am doing.</p>			
Language / speech development / provision	<ul style="list-style-type: none"> <li>• New vocabulary; introduced through stories (Wonderous words)</li> <li>• 'Words in Action' – new vocab displayed around book of the week with a pictorial prompt, children will find examples from around the environment and make a collection.</li> <li>• Role play – life area / themed role play and puppet theatre for retelling. (Modelled, self-initiated and supported)</li> <li>• Conversations modelled. Children's sentences copied back to them including more / a higher level of vocabulary.</li> <li>• Small group conversations with peers and teacher</li> <li>• Development of full sentence use (modelled and MTYT strategy)</li> <li>• Snack time used for language development of manners / full sentences / peer questioning</li> <li>• Ten second rule used by all staff allowing children an appropriate thinking and response time to questions.</li> <li>• Blast 1 <i>Boosting Language Auditory Skills and Talking.</i></li> <li>• Non-verbal communication cards for behaviour expectations.</li> <li>• Listening, attention and social communication skills</li> <li>• Blast 2 (In summer term for more able) <i>works on the underpinning skill for reading via a phonics approach which is known as Phonological Awareness</i></li> </ul>					
Reading Focus	<p>Turn pages in a book. Use role play or figures to help retell parts of a story. Fill in missing words when the adult reading stops. Explore books independently They identify their favourite rhymes and songs. Joins in with favourite stories and join in with repetitive words or phrases. Know the missing words in stories and rhymes.</p>	<p>Sings nursery rhymes and songs. Join in with rhymes. Recognise alliteration at a basic level. Clap out 2-3 syllables Join in with favourite stories. Predict what will happen next in a story. Know that stories have a beginning, middle and end. Listen to stories and talk about them. Discuss the settings and characters as well as the important events in a story. Recognise their own name and words that are important to them such as mam, favourite foods and shops. Hold books the correct way up and treat books carefully. Know that books can give information. Know that the words can tell you information.</p>				

		Share and read books with an adult. Read the labels and packets in role play areas and signs. Investigate, read and make up simple stories.				
<b>Whole class reading</b>	<ul style="list-style-type: none"> <li>• Dialogic Reading – a story per week as a focus for language activities with a daily story. This will be modelled to all parents / carers each Friday.</li> <li>• Poems / rhymes / non-fiction and fiction books balanced across the week and used to embed new words.</li> <li>• Daily Storytime (at least one per day on top of the weekly text)</li> <li>• Comprehension via questioning.</li> </ul>					
<b>Individual reading</b>	<ul style="list-style-type: none"> <li>• Weekly library session</li> <li>• Read to by older children.</li> <li>• Read and Relax area in the nursery environment / reading tent to encourage children's interest in books.</li> <li>• Outdoor read and relax area.</li> <li>• Resources labelled with pictures / words</li> </ul>					
<b>Modelled reading / Parent support</b>	<ul style="list-style-type: none"> <li>• Frank the Frog Story Sack– selection of home readers for children to enjoy, themed each round of children.</li> <li>• Weekly reading session with parents as they join us for a class story each Friday.</li> <li>• Termly reading themed stay and play sessions.</li> <li>• Themed days such as World Book Day.</li> <li>• Reading weekly homework (picture to discuss with key questions).</li> </ul>					
<b>Phonics</b>	Sound Discrimination Environmental Sounds	Sound Discrimination Instrumental Sounds	General Sound Discrimination Body Percussion	Rhythm and Rhyme	Alliteration  Read Write Inc set 1 sounds (more able only)	Voice Sounds Aspect 7 Oral Blending and Segmenting Read Write Inc set 1 sounds (more able only)
<b>Writing Provision</b>	Say what their different marks mean. Hold a chunky tool and make marks that go up and down or round and round. Draw lines that go across up and down. Draw pictures to show amounts. Encourage children to make their own marks.		Copy some of the letters of their name. Sometimes, they can identify what their paintings or drawing mean. When they see writing, they can say what they think it means Make lines and marks with a pencil.			
<b>Text Stimuli</b>	We're Going on a Leaf Hunt, Fletcher's Leaves, Autumn, The Leaf Man	Lost and Found, Little Penguin Lost, The Not So Brave Penguin, Be Brave Little Penguin, The Snowman	The Rainbow Fish The Colour Monster, Elmer Little Red Riding Hood, Mouse Paint Matisse's Magical Snail Noah's Ark Bears Love Colour	Aliens Love Underpants Seven ways to Catch A Moon The Smeds and Snoods Goodnight Spaceman Zoom Rocket Zoom, How to Catch a Star The Way Back Home On the Moon Life in Space	Jack and the Beanstalk, The Tiny Seed Oliver's Vegetables Kipper's Beanstalk, Peter Rabbit, Superworm, My Garden Harry's Garden Yucky Worms	Billy Goats Gruff Three Little Pigs Goldilocks and the Three bears (Beware of the Bears), The Magic Porridge Pot (The Magic Pasta Pot), The Little Red Hen Jack and the Beanstalk
<b>Core texts</b>	We're Going on a Bear Hunt	Penguin	A Perfect Day	Whatever Next	The Very Hungry Caterpillar	A Royal Hullabaloo

						
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PSHE	<p><b>Self-Regulation</b>  Show an understanding of their feelings and those of others (EYH5 / EYR4 / EYWW1 / EYWW4)  Begin to regulate behaviour accordingly (EYH5 / EYH6 / EYR3 / EYR4 / EYR5)  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (EYR3 / EYWW3 / EYWW4)  Give focussed attention to what the teacher is saying (EYR3 / EYWW4)  Respond appropriately even when engaged in an activity and show the ability to follow instructions involving several ideas or actions. (EYR3 / EYWW4)</p> <p><b>Managing Self</b>  Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (EYH6)  Explain the reasons for rules, know right from wrong and try to behave accordingly (EYR5 / EYWW4)  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (EYH1 / EYH2 / EYH3 / EYWW4)</p> <p><b>Building relationships</b>  Work and play cooperatively and take turns with others (EYH5 / EYH6 / EYR2 / EYR3 / EYR4 / EYR5 / EYWW1)  Form positive attachments and relationships (EYH5 / EYH6 / EYR1 / EYR5)  Show sensitivities to other's needs (EYH5 / EYR2 / EYWW1)</p>					
Core Themes (PSHE)	<b>RELATIONSHIPS</b>		<b>HEALTH AND WELLBEING</b>		<b>LIVING IN THE WIDER WORLD</b>	
	<p><b>Pupils should have the opportunity to learn:</b>  <b>EYR1:</b> Which are their special people (family, friends, carers), and what makes them special  <b>EYR2:</b> How special people should care for one another.  <b>EYR3:</b> How to listen to other people and play and work cooperatively  <b>EYR4:</b> Strategies to resolve simple arguments through negotiation  <b>EYR5:</b> To recognise how their behaviour affects other people.</p>		<p><b>Pupils should have the opportunity to learn:</b>  <b>EYH1:</b> The importance of and how to maintain personal hygiene.  <b>EYH2:</b> What constitutes a healthy lifestyle.  <b>EYH3:</b> The benefits of exercise, rest, healthy eating and good dental health.  <b>EYH4:</b> About growing and changing  <b>EYH5:</b> About new opportunities and responsibilities that increasing independence may bring.  <b>EYH6:</b> To recognise their shared responsibility for keeping themselves and others safe.  <b>EYH7:</b> The names for the main parts of the body and the similarities and differences between boys and girls.</p>		<p><b>Pupils should have the opportunity to learn:</b>  <b>EYWW1:</b> That people and other living things have needs and that they have responsibilities to meet them.  <b>EYWW2:</b> That they belong to various groups and communities such as family and school.  <b>EYWW3:</b> To help construct, and agree to follow, group and class rules and to understand how these rules help them.  <b>EYWW4:</b> To consider how they can contribute to the life of the classroom.</p>	
RE	<b>Special People</b> Bring in photos of their families, chn to talk about them - add to special tree		<b>Special places</b> Bring in photos of places that are special to you and talk to the children about why they are special.		<b>Special Times</b>	

	<p>Invite a local resident who works in a shop, place of worship and a service to tell the children about the jobs they do in the community. Invite a variety of school staff to come and talk to the children about their role in school</p> <p>Invite a parent to come and talk about who is special to them, their beliefs and a little bit about themselves</p> <p>Make an 'I am special' badge and ask children to identify why they think they are special.</p> <p>Chn to talk about their families and make a button portrait.</p> <p>Take a walk into Meadowdale – place of worship, shop, and a service (docs) ask people in the community to talk about what their jobs / roles are.</p> <p>Invite the head teacher / another teacher from school or a religious leader to come and talk about who is special to them, their beliefs and a little bit about themselves</p>	<p>Take a walk around the KS1 building and talk about special places within school</p> <p>Explore the sound, objects, smells and ritual associate with worship in the classroom</p> <p>Think about our world being a special place – show lots of photos of fantastic people places etc record their thinking.</p> <p>Work together to create a special area in the classroom – it could be enhancing an existing one or creating a new area.</p> <p>Read the Trouble with Dragons, ask children what they think of the world the dragons have created. Explore what we need to do to look after our world (such as plastic in the sea for example</p>	<p>Talk about special times during the nursery session and using the visual timetable, give clues for each one and describe why they are special</p> <p>Talk to children about special times at home and why they are special. If they can, ask them to bring a photo in to share.</p> <p>Hold an EYFS assembly, linking it to special worship times that religions have. Ask them how they feel during the special time.</p> <p>Watch a video clip of special times and focus on the food – make some of the special food with the children and relate to their own experience of maybe having a birthday cake. Plan and hold a birthday party for one of the nursery toys.</p> <p>Hold a special times parent session to share all the work they have completed and share a special time with their family in school.</p>
<p>RE - Celebrations</p>	<p>Christianity – Christmas Judaism - Rosh Hashana</p>	<p>Hinduism – Holi Christianity – Easter</p>	<p>Buddhism – Wesak Hinduism – Raksha Bandhan</p>
<p>PE Physical – gross and fine motor</p>	<p>Key teaching points– quality movements short and focused, regular practice, big to small movements, utilising existing skills, teaching new skills to progress, minimising frustrations to allow for development, using new skills in a variety of situations, well planned environment with appropriate equipment.</p>		
	<p><b>Nursery Gym – indoors and out</b> (outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening)</p> <p><b>Core skills / Stability Skills</b> <b>Foot strengthening</b> – walking on tiptoes, heels, outer feet <b>Static and dynamic balance</b> – static balance with aid, then without, balancing on various body parts. <b>Shoulder girth stability exercises</b> – push ups against a wall, drawing vertical lines by keeping arm straight and bending knees. <b>Body awareness exercises</b> – log rolling, statues, star jumps, push ups, <b>Movement from left to right</b> – using hockey sticks to move quoits <b>Spatial awareness</b> – distance practice moving around hoops.</p> <p><b>Manipulative skills</b> – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) simple ball games, large motor movements such as waving ribbons. Dressing toys</p> <p><b>Locomotive Skills</b> Parachute Games / simple flat obstacle course</p>	<p><b>Nursery Gym – indoors and out</b> (outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening)</p> <p><b>Core skills / Stability Skills</b> <b>Foot strengthening</b> – walking along lines on the floor <b>Static and dynamic balance</b> –balancing on various body parts, reducing number of contacts, 4-point kneeling position, high kneel position, half kneel positions. <b>Shoulder girth stability exercises</b> – pulling own weight along a bench, drawing circles and figures of 8 on a chalk board, <b>Body awareness exercises</b> – log rolling with a ball, bunny hops, sitting push ups. <b>Movement from left to right</b> –passing objects from left to right in teams, skittles from left to right. <b>Spatial awareness</b> – wall rolling with a ball between their body and the wall</p> <p><b>Manipulative skills</b> – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) simple ball games, large motor movements such as waving ribbons. Dressing toys.</p> <p><b>Locomotive Skills</b> Parachute Games / obstacle course introducing some different in height. Jumping and hopping</p>	<p><b>Nursery Gym – indoors and out</b> (outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening)</p> <p><b>Core skills / Stability Skills</b> <b>Foot strengthening</b> – picking up objects with toes <b>Static and dynamic balance</b> – leg and arm extensions, walking forwards, backwards and sideways <b>Shoulder girth stability exercises</b> – painting using a roller (weighted), use of bats to develop shoulder strength <b>Body awareness exercises</b> – sitting pull ups, log rolling holding a ball <b>Movement from left to right</b> – using hockey sticks to move quoits <b>Spatial awareness</b> – throwing bean bags 360 from them, knocking down skittles from various points.</p> <p><b>Manipulative skills</b> – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching), letter practise through practising scissor control, pencil grip at the top to make marks, developing spatial awareness through throwing</p> <p><b>Locomotive Skills</b> Parachute Games / obstacle courses with increasing variety in heights and movement skills Running, walking, hopping and jumping changing direction as</p>

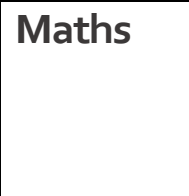






			<b>Stability Skills</b> – statues – balancing on different body parts develop muscle strength, ball skills		they travel, movement from left to right, bilateral motor movements, balls skills - kicking	
					<b>Stability Skills</b> – dynamic balancing, shoulder girdle stability exercises, body awareness activities such as bunny hops, star jumps	
Science (The Natural World)	<p><b>Animals including humans</b></p> <p><b>Sound / materials</b></p> <p>Begin to understand the importance of a healthy diet.</p> <p>Understand that we hear sounds with our ears.</p> <p>Identify that sound can be manipulated to make it louder or quieter.</p> <p>Begin to understand that different materials make different sounds.</p> <p>Explore and investigate objects and materials using all senses</p>	<p><b>Seasonal changes/freezing / materials</b></p> <p><b>Polar habitats</b></p> <p>Talk about natural and found objects</p> <p>Name some animals and plants from different habitats.</p> <p>Talk about the features of their own immediate environment and how environments might vary.</p> <p>Asks questions about aspects of their familiar world.</p> <p>Investigate objects and materials by using all of their senses as appropriate.</p>	<p><b>Seasonal change / light / materials / water investigations</b></p> <p>Know that dark is the absence of light.</p> <p>Begin to understand that light comes from a light source.</p> <p>Begin to experiment with colour.</p> <p>Observe what happens to water when it is poured, sprinkled, mixed, stirred and squirted.</p>	<p><b>Stars / space / light / electricity</b></p> <p>Know some things need electricity to power them.</p> <p>Know that batteries provide electrical power.</p> <p>Develop observation skills and look closely at similarities, differences, patterns and change</p> <p>Begin to ask questions about why things happen and how things work.</p> <p>Begin to understand that there are things that scientists currently do not know.</p>	<p><b>Animals including humans</b></p> <p><b>Plants / mini beast</b></p> <p>Make observations of plants and animals.</p> <p>Show care and concern for living things and the environment</p> <p>Talk about plants</p> <p>Begin to identify some similarities and differences in relation to living things</p> <p>Make observations about plants and explains why some things occur/change.</p>	<p><b>Plants / materials</b></p> <p>Make observations of plants.</p> <p>Learn about the things that plants need in order to survive.</p> <p>Experience planting and taking care of plants.</p> <p>Investigate objects and materials by using all of their senses as appropriate.</p>
Working like a scientist.	Demonstrate curiosity about how things behave, ask questions about things to test, talk about ideas for testing how things behave, use senses to look closely at how things behave, carry out simple tests with adult support, use simple equipment to observe, talk about what they have done and what noticed					
History (Past and Present)	How their families and themselves have changed from the past / toys they used to play with when they were babies	Richard Weber – Artco explorer – finding out about is 7 expeditions to the North Pole	Famous people from the past – Henri Matisse – famous artist	Famous people from the past - Neil Armstrong / Helen Sharman	Special events that have been celebrated in their own lives and those of their parents such as weddings, birthdays etc.	Stories passed down - Traditional Tales
Geography (People, Culture and Communities)	Talking about their home / nursery environment / places they like in Meadowdale using simple geographical vocabulary	Arctic environment – using simple geographical language to compare the features to that of this country.	Weather patterns and weather types	Simple maps – looking at maps of the moon and making maps of created planets / journey to the moon.	Talking about their /nursery garden using simple geographical vocabulary / making simple maps of the garden.	Making simple maps of the journey took by Red Riding Hood / Billy Goat's Gruff. Looking at the setting environment of traditional tales.
Music (Being Imaginative and Expressive)	Sing a range of well-known nursery rhymes and songs Performs songs with others.	Sing a range of well-known nursery rhymes and songs Performs songs with others.	Sing a range of well-known nursery rhymes and songs Performs songs with others.	Sing a range of well-known nursery rhymes and songs Performs songs with others.	Sing a range of well-known nursery rhymes and songs Performs songs with others.	Sing a range of well-known nursery rhymes and songs Performs songs with others.







	Autumn themed songs Charangha Unit - Me  Genre focus: jazz	Weather themed songs  Genre Focus: easy listening	Colour themed songs  Genre focus: rock and roll  Charangha Unit – My Stories	Space themed songs  Genre Focus: electronic	Animal / plants / nature themed songs  Charangha Unit – Our World  Genre Focus: folk music	Traditional tale themed songs.  Genre Focus: classical
Creating with Materials (DT)	Self-initiated / Creating a 3D form of themselves using their choice of 3D materials)	Creating a 3D frozen land landscapes using their choice of 3D materials – (whole class task)	Creating a 3D bridge using their choice of 3D materials	Creating a 3D form of a space vehicle using their choice of 3D materials –(reclaimed or construction)	Group planning and making a bird feeder	Group planning and making the Three Little Pigs Homes – large scale
Creating with Materials (ART)	Draw using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Drawing: naming and using different materials and tools, joining marks together, dots and dashes, line walking	Paint using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Painting: finger painting, primary colour patterns, blow painting, mixing colours,	Print using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Printing: different textures, thick and thin, long and short marks, soft printing, painting with bundles of shredded paper	Cut and stick using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Collage: using torn shapes, collage of a circle, using shades of colours, folding and crumpling	3D and Mouldable Materials: rolling balls, making sausage shapes, building, rolling and squashing, adding and decorating	Textiles; drawing with objects together, felt tip pens, oil pastel drawings, colour rubbings, finger paint patterns, using patterned and plain fabric.
Technology	Internet safety Operating simple equipment such as CD players Show skill in making toys works such as pressing a button Use cameras on Ipad Made a book on iPads about sounds at school Recording stories / verbal instructions. Purple Mash Activities: Talking stories: Trip to the Park. 2Paint a Picture	Knowing that we can use the internet to help us find things out.  Purple Mash Activities: Winter paint projects – polar bear / penguin 2Paint a Picture	Internet safety Day Interact with age appropriate software  Purple Mash Activities: 2paint a picture / wet paint, elephant paint project. 2Paint a Picture	Interact with age appropriate software  Purple Mash Activities: Mashcam – astronauts, Maths City rocket, 2paint robot, rocket. 2Paint a Picture, Space Rocket	Internet safety Interact with age appropriate software  Purple Mash Activities: Maths City – The Farm/ garden paint project. 2Paint a Picture, Packs - growing	Internet safety Interact with age appropriate software  Purple Mash Activities: Slideshows – recalling and retelling stories together, 2paint – gingerbread man, 3 little pigs, 3 bear chairs. Maths City 2
Festival / Themed Days	Harvest Festival Roald Dahl Day British Food Fortnight Black History Month World Smile Day	Halloween Bonfire Night Christmas Big Schools Garden Watch Children’s Day	Chinese New Year Shrove Tuesday Mother’s Day Safer internet day Valentine’s day Mental Health Awareness	Easter Fair Trade Fortnight World Book Day Science week	Families World environment day / World Oceans Day National Pet Month World Health Day	Father’s Day Children’s Art Day National Insect Week
Parental Involvement	Meet the Teacher Workshop Stay and Play Library Time	Stay and Play Nativity Parent Consultation Library Time	Stay and Play Library Time	Stay and Play Parent Consultation Library Time	Stay and Play Library Time Transition Meetings	Stay and Play Parent Consultation Library Time Summer Educational Visit





## NURSERY CYCLE 2

						
	Rhyme Time!	Sparkle and Shine	Explorers Here We Go!	My World, Your World	Dig, Dig, Digging	Summer Scrapbook
<b>Maths</b> (Number)	<b>Pre-Number Strand</b> Counting (Making a set, comparing sets attribute discrimination, matching objects, rote counting) Introduction to Numicon and other Number representations Number songs Number recognition of personal significance numerals in the environment Reading and writing Creates and experiments with symbols and marks representing ideas of number		<b>The Number Strand</b> Counting and naming sets to 5. One to one correspondence (tagging / synchrony / tracking) Cardinality Stable order principle (they must be in a repeatable order and this stable order must be at least as long as the number of items that are to be counted) Conservation of number (quality does not change with physical rearrangement) Subitizing to 5 Counting on and back		<b>The Number Strand</b> Counting (naming sets 6-10) 1 more / 1 less as the next number (number after rule) Symbols / words for sets Numeral matching Abstraction principle (objects can be different sized or colour but still the same amount) Number irrelevance principle (order of counting is not important) Subitizing (instant recognition) Balancing numbers (same / equals) Small number addition (how many altogether) Making, counting and naming groups of objects	
<b>Maths</b> (Measure, shape and spatial thinking)	Making and identifying patterns Playing with shapes or making arrangements with objects Matching objects.		Categorising objects according to properties such as shape or size. Begins to use the language of size. (shorter / taller) Developing positional language Exploring Weight (Lighter / heavier) Exploring Capacity (full, empty, half full)		Shapes Introduction to 2D shapes Continuing simple patterns	

English						
	Rhyme Time!	Sparkle and Shine	Explorers Here We Go!	My World, Your World	Dig, Dig, Digging	Summer Scrapbook
Speaking	<p>Use simple sentences with 3-4 words          Talk about lots of different things          Use objects or gestures to help me explain what I mean when I am talking          Ask questions such as what, where and who.          Beginning to use word endings such as I am going.          Using new words to describe what they are doing.</p>		<p>Begin to use longer sentences, sometimes using and because.          Talk about something that has happened yesterday          Ask lots of questions and answer questions.          Talk about what they are doing now and what might happen later or tomorrow.          Clarity of meaning when they are trying to describe something.          Use lots of new vocabulary about things that interest me.          Pretend about things I am doing and describe what I am doing.</p>			
Language / speech development / provision	<ul style="list-style-type: none"> <li>• New vocabulary; introduced through stories (Wonderous words)</li> <li>• 'Words in Action' – new vocab displayed around book of the week with a pictorial prompt, children will find examples from around the environment and make a collection.</li> <li>• Role play – life area / themed role play and puppet theatre for retelling. (Modelled, self-initiated and supported)</li> <li>• Conversations modelled. Children's sentences copied back to them including more / a higher level of vocabulary.</li> <li>• Small group conversations with peers and teacher</li> <li>• Development of full sentence use (modelled and MTYT strategy)</li> <li>• Snack time used for language development of manners / full sentences / peer questioning</li> <li>• Ten second rule used by all staff allowing children an appropriate thinking and response time to questions.</li> <li>• Blast 1 <i>Boosting Language Auditory Skills and Talking.</i></li> <li>• Non-verbal communication cards for behaviour expectations.</li> <li>• Listening, attention and social communication skills</li> <li>• Blast 2 (In summer term for more able) <i>works on the underpinning skill for reading via a phonics approach which is known as Phonological Awareness</i></li> </ul>					
Reading Focus	<p>Turn pages in a book.          Use role play or figures to help retell parts of a story.          Fill in missing words when the adult reading stops.          Explore books independently          They identify their favourite rhymes and songs.          Joins in with favourite stories and join in with repetitive words or phrases.          Know the missing words in stories and rhymes.</p>		<p>Sings nursery rhymes and songs.          Join in with rhymes.          Recognise alliteration at a basic level.          Clap out 2-3 syllables          Join in with favourite stories.          Predict what will happen next in a story.          Know that stories have a beginning, middle and end.          Listen to stories and talk about them.          Discuss the settings and characters as well as the important events in a story.          Recognise their own name and words that are important to them such as mam, favourite foods and shops.          Hold books the correct way up and treat books carefully.          Know that books can give information.</p>			

		<p>Know that the words can tell you information.  Share and read books with an adult.  Read the labels and packets in role play areas and signs.  Investigate, read and make up simple stories.</p>				
<b>Whole class reading</b>	<ul style="list-style-type: none"> <li>• Dialogic Reading – a story per week as a focus for language activities with a daily story. This will be modelled to all parents / carers each Friday.</li> <li>• Poems / rhymes / non-fiction and fiction books balanced across the week and used to embed new words.</li> <li>• Daily Storytime (at least one per day on top of the weekly text)</li> <li>• Comprehension via questioning.</li> </ul>					
<b>Individual reading</b>	<ul style="list-style-type: none"> <li>• Weekly library session</li> <li>• Read to by older children.</li> <li>• Read and Relax area in the nursery environment / reading tent to encourage children’s interest in books.</li> <li>• Outdoor read and relax area.</li> <li>• Resources labelled with pictures / words</li> </ul>					
<b>Modelled reading / Parent support</b>	<ul style="list-style-type: none"> <li>• Frank the Frog Story Sack– selection of home readers for children to enjoy, themed each round of children.</li> <li>• Weekly reading session with parents as they join us for a class story each Friday.</li> <li>• Termly reading themed stay and play sessions.</li> <li>• Themed days such as World Book Day.</li> <li>• Reading weekly homework (picture to discuss with key questions).</li> </ul>					
<b>Phonics</b>	General Sound Discrimination Environmental Sounds	General Sound Discrimination Instrumental Sounds	General Sound Discrimination Body Percussion	Rhythm and Rhyme	Alliteration  Read Write Inc set 1 sounds (more able only)	Voice Sounds Aspect 7 Oral Blending and Segmenting Read Write Inc set 1 sounds (more able only)
<b>Writing Provision</b>	<p>Say what their different marks mean.  Hold a chunky tool and make marks that go up and down or round and round.  Draw lines that go across up and down.  Draw pictures to show amounts.  Encourage children to make their own marks.</p>		<p>Copy some of the letters of their name.  Sometimes, they can identify what their paintings or drawing mean.  When they see writing, they can say what they think it means  Make lines and marks with a pencil.</p>			
<b>Text Stimuli</b>	<p>Nursery Rhymes  Incy Wincey Spider  There was an old lady who swallowed a fly  The Wheels on the Bus  Lullabies  Old Macdonald had a farm  Hey Diddle Diddle  Ten Little Penguins  Humpty Dumpty</p>	<p>Goodnight Little bear  Bedtime stories  Peace At Last  Fox  Owl babies  The Only Way is Badger  Big Red Bath  Star in the Jar  Nocturnal animals – Owl  Babies</p>	<p>Pizza for Pirates  The Night Pirates  Lost and Found  Whatever next  Elmer and the Lost Treasure  Egypt for Kids  Explorers  Stanley’s Stick</p>	<p>A Ticket Around the World  Anna Hibiscous Song  What a Wonderful World  When I Grow Up  My World, Your World  Coming to England  From My Window  Only One You</p>	<p>Dig, dig digging  Trains  One Mole Digging a Hole  Digging Up Bones</p>	<p>Camping Out  Marshmallow Kisses  Once upon a picnic  What can you see in Summer?  Summer Days and Nights</p>
<b>Core Text</b>	Peace At Last	Box of Tricks	We’re Going on a Bear Hunt	Argh! Spider	Abigail	Takka Takka Skunk!



RE - Celebrations	Studies through links and patterns in their own experiences, showing curiosity about objects, events and people, using sense to explore the world around them, representing experiences in play, acting out experiences of others.					
PE Physical – gross / fine motor	Christianity – Christmas Judaism - Rosh Hashana		Hinduism – Holi Christianity – Easter		Buddhism – Wesak Hinduism – Raksha Bandhan	
	<p><b>Nursery Gym – indoors and out</b> (outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening)</p> <p><u>Core skills / Stability Skills</u>  <b>Foot strengthening</b> – walking on tiptoes, heels, outer feet  <b>Static and dynamic balance</b> – static balance with aid, then without, balancing on various body parts.  <b>Shoulder girth stability exercises</b> – push ups against a wall, drawing vertical lines by keeping arm straight and bending knees.  <b>Body awareness exercises</b> – log rolling, statues, star jumps, push ups,  <b>Movement from left to right</b> – using hockey sticks to move quoits  <b>Spatial awareness</b> – distance practice moving around hoops.</p> <p><b>Manipulative skills</b> – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching)  , simple ball games, large motor movements such as waving ribbons. Dressing toys</p> <p><b>Locomotive Skills</b> Parachute Games / simple flat obstacle course</p>		<p><b>Nursery Gym – indoors and out</b> (outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening)</p> <p><u>Core skills / Stability Skills</u>  <b>Foot strengthening</b> – walking along lines on the floor  <b>Static and dynamic balance</b> –balancing on various body parts, reducing number of contacts, 4-point kneeling position, high kneel position, half kneel positions.  <b>Shoulder girth stability exercises</b> – pulling own weight along a bench, drawing circles and figures of 8 on a chalk board,  <b>Body awareness exercises</b> – log rolling with a ball, bunny hops, sitting push ups.  <b>Movement from left to right</b> –passing objects from left to right in teams, skittles from left to right.  <b>Spatial awareness</b> – wall rolling with a ball between their body and the wall</p> <p><b>Manipulative skills</b> – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) simple ball games, large motor movements such as waving ribbons. Dressing toys.</p> <p><b>Locomotive Skills</b> Parachute Games / obstacle course introducing some different in height. Jumping and hopping</p> <p><b>Stability Skills</b> – statues – balancing on different body parts develop muscle strength, ball skills</p>		<p><b>Nursery Gym – indoors and out</b> (outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening)</p> <p><u>Core skills / Stability Skills</u>  <b>Foot strengthening</b> – picking up objects with toes  <b>Static and dynamic balance</b> – leg and arm extensions, walking forwards, backwards and sideways  <b>Shoulder girth stability exercises</b> – painting using a roller (weighted), use of bats to develop shoulder strength  <b>Body awareness exercises</b> – sitting pull ups, log rolling holding a ball  <b>Movement from left to right</b> – using hockey sticks to move quoits  <b>Spatial awareness</b> – throwing bean bags 360 from them, knocking down skittles from various points.</p> <p><b>Manipulative skills</b> – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching), letter practise through practising scissor control, pencil grip at the top to make marks, developing spatial awareness through throwing</p> <p><b>Locomotive Skills</b> Parachute Games / obstacle courses with increasing variety in heights and movement skills  Running, walking, hopping and jumping changing direction as they travel, movement from left to right, bilateral motor movements, balls skills - kicking</p> <p><b>Stability Skills</b> – dynamic balancing, shoulder girdle stability exercises, body awareness activities such as bunny hops, star jumps</p>	
Science (The Natural World)	<p><b>Animals including humans / materials</b></p> <p>Explore and investigate objects and materials using all senses.</p> <p>Talks about differences between materials and changes they notice.</p>	<p><b>Animals including humans nocturnal animals</b></p> <p><b>Sound / light / space (stars)</b></p> <p>Talking about human needs in terms of sleep, rest and relaxation.</p>	<p><b>Materials / seasonal changes</b></p> <p>Materials of clothing worn in different seasons.</p> <p>Investigate objects and materials by using all of their senses as appropriate.</p>	<p><b>Animals including humans</b></p> <p>Explain what their five senses are</p>	<p><b>Animals (underground) / plants / forces</b></p> <p>Make observations of plants and animals.  Show care and concern for living things and the environment</p>	<p><b>Plants / seasonal change / materials</b></p> <p>Make observations of plants.  Learn about the things that plants need in order to survive.</p>







	<p>Explore collections of materials, identifying similar and different properties</p> <p>That the natural environment and world around them supports them to live and grow;</p>	<p>That the natural environment and world around them supports them to live and grow; That there are different natural environments around the world that have specific characteristics such</p> <p><b>Sound / light / space (stars)</b></p> <p>Develop observation skills and look closely at similarities, differences, patterns and change</p> <p>Begin to ask questions about why things happen and how things work.</p> <p>Begin to understand that there are things that scientists currently do not know.</p> <p>Understand that we hear sounds with our ears.</p> <p>Identify that sound can be manipulated to make it louder or quieter.</p> <p>Begin to understand that different materials make different sounds.</p>	<p>Talks about differences between materials and changes they notice.</p> <p>Explore collections of materials, identifying similar and different properties</p> <p>That there are four seasons across the year, and they affect temperature.</p> <p>Plants and animals react to seasons in the way they grow and their natural life cycles</p>	<p>Can name their 5 senses Begin to understand the importance of a healthy diet.</p> <p>Pets and vets – looking after animals</p> <p>How to respect and care for the natural environment and all living things</p>	<p>Talk about plants</p> <p>Begin to identify some similarities and differences in relation to living things</p> <p>Make observations about plants and explains why some things occur/change.</p>	<p>Experience planting and taking care of plants.</p> <p>Know that temperature can change materials in both reversible and irreversible ways such as melting ice, chocolate or baking bread;</p> <p>Notice changes that happen in the natural world</p>
Working like a scientist.	Demonstrate curiosity about how things behave, ask questions about things to test, talk about ideas for testing how things behave, use senses to look closely at how things behave, carry out simple tests with adult support, use simple equipment to observe, talk about what they have done and noticed					
History (Past and Present)	Olden day school games – compare to what we have and do today including rhyme games,	Occupations of members of their families and sorting into those during the night / day	Significant figures -Jacques Cousteau	Study of family history / family tree.	Local history – finding out about mines / local mining from the past.	Memories – discussing memories from our memory tree of their time in nursery, recalling events in own life.
Geography (People, Culture and Communities)	Simple study of contrasting country's around the world. Looking at physical and human features / people Simple map making	Comparison of Sweden to our country / Northern lights / food and culture / people Occupations during the night.	Discussing Meadowdale as a small town and its amenities. Comparing a hot and cold country to ours e.g. - India / Iceland	Weather – seasons – study of spring Simple study of a contrasting country.	Making simple maps and plans, treasure maps	Weather – seasons – study of summer Summer holidays and day trips – looking at physical and human elements of places to visit.

<b>Music (Being Imaginative and Expressive)</b>	Sing a range of well-known nursery rhymes and songs Performs songs with others. Play a range of tuned and untuned instruments.  Genre focus: Indian music	Sing a range of well-known nursery rhymes and songs Performs songs with others. Play a range of tuned and untuned instruments.  Genre Focus: relaxing music	Sing a range of well-known nursery rhymes and songs Performs songs with others. Play a range of tuned and untuned instruments.  Genre focus: Arabian music	Sing a range of well-known nursery rhymes and songs Performs songs with others. Play a range of tuned and untuned instruments.  Genre Focus: reggae	Sing a range of well-known nursery rhymes and songs Performs songs with others. Play a range of tuned and untuned instruments.  Genre Focus: Celtic music	Sing a range of well-known nursery rhymes and songs Performs songs with others. Play a range of tuned and untuned instruments.  Genre Focus: Caribbean
<b>Creating with Materials (DT)</b>	Creating a wall for humpty dumpty. (using junk and construction)	Creating a comfy bed for a bedtime story. (Junk modelling / exploring materials.	Creating a vehicle for an explorer (Junk modelling)	Creating a model of a house and adding pictures of their family (linked to family tree)	Creating a 'soil cake' using different materials.	
<b>Creating with Materials (ART)</b>	Draw using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Drawing: naming and using different materials and tools, joining marks together, dots and dashes, line walking	Paint using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Painting: finger painting, primary colour patterns, blow painting, mixing colours,	Print using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Printing: different textures, thick and thin, long and short marks, soft printing, painting with bundles of shredded paper	Cut and stick using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Collage: using torn shapes, collage of a circle, using shades of colours, folding and crumpling	3D and Mouldable Materials: rolling balls, making sausage shapes, building, rolling and squashing, adding and decorating	Textiles; drawing with objects together, felt tip pens, oil pastel drawings, colour rubbings, finger paint patterns, using patterned and plain fabric.
<b>Technology</b>	Internet safety Operating simple equipment such as CD players Show skill in making toys works such as pressing a button Use cameras on Ipad Made a book on iPads about sounds at school Recording stories / verbal instructions. Purple Mash Activities: 2beat, 2 paint a picture	Knowing that we can use the internet to help us find things out.  Purple Mash Activities: 2beat, 2 paint a picture	Internet safety Day Interact with age appropriate software  Purple Mash Activities: 2beat, 2 paint a picture	Interact with age appropriate software  Purple Mash Activities: 2beat, 2 paint a picture	Internet safety Interact with age appropriate software  Purple Mash Activities: 2beat, 2 paint a picture	Internet safety Interact with age appropriate software  Purple Mash Activities: 2beat, 2 paint a picture
<b>Festivals/ Themed Days</b>	Harvest Festival Roald Dahl Day British Food Fortnight Black History Month World Smile Day	Halloween Bonfire Night Big Schools Garden Watch Children's Day	Chinese New Year Shrove Tuesday Mother's Day Safer internet day Valentine's day Mental Health Awareness	Fair Trade Fortnight World Book Day Science week	World environment day / World Oceans Day National Pet Month World Health Day National Numeracy Day	Father's Day Children's Art Day National Insect Week
<b>Parental Involvement</b>	Meet the Teacher Workshop Stay and Play Library Time	Stay and Play Nativity Parent Consultation Library Time	Stay and Play Library Time	Stay and Play Parent Consultation Library Time	Stay and Play Library Time Transition Meetings	Stay and Play Parent Consultation Library Time Summer Educational Visit





## RECEPTION

<p><b>Maths</b></p>						
	<p>Magical Me!</p>	<p>Are We Nearly There Yet?</p>	<p>Dinosaur World</p>	<p>Watch Them Grow</p>	<p>Off on Safari</p>	<p>Oh, I Do Like to Be Beside the Seaside</p>
<p>Maths (Number)</p>	<p><i>Matching / sorting</i> Looking for attributes which are the same Sorting a variety of objects and giving reasons for sorting. <i>Comparing numbers</i> <i>Composition of numbers</i> 1-5 One more one less</p>		<p><i>Comparing numbers</i> Introducing 0 Comparing numbers to 5 <i>Composition of numbers</i> Numbers to 5 Introducing numbers (6-10) <i>Number bonds / early addition</i> Making pairs Combing two groups. <i>Comparing numbers to 10</i></p>		<p><i>Consolidation</i> Counting beyond 10 Comparing numbers up to 10 Subitising up to 5 Number bonds to 10 <i>Introducing adding / subtracting</i> <i>Patterns of number</i> doubling even and odd sharing and grouping Patterns and relationships</p>	
<p>Maths (Measure, shape and spatial thinking)</p>	<p><i>Comparing</i> Amounts, size, capacity <i>Patterns</i> Copying, making and creating AB patterns <i>Circle and triangles</i> Naming and describing circle and triangles <i>Hearing and using positional language</i> <i>Shapes with four sides</i> Naming and describing squares and rectangles <i>Time</i> Night and day Routines Measure time in simple ways</p>		<p><i>Mass and capacity</i> Comparing mass Comparing capacity <i>Measures</i> Length, height and time <i>Shape and pattern</i> 3D shape Pattern</p>		<p><i>Spatial reasoning</i> Match rotate, manipulate. Compose and decompose Visualise and build mapping</p>	
<p>Exceeding expectations / Y1 Ready</p>	<p><b>Number</b> Write digits 0-9 accurately, have experience of representing two digit numbers, count forwards and backwards in tens, count forwards and backwards in 2's, work systematically when finding number bonds, begin to understand the commutative law, begin to know when subtracting you start at the biggest number, order non-consecutive numbers, count forwards and backwards from different starting points <b>Shape, space and measure</b> Recognise coins and know how many pennies are in 1p, 2p, 5p, 10p. Know and sequence days of the week / months of the year, read o'clock times, understand the chronology of the day, name and describe 2d shapes, name and describe 3d shapes, measure objects using</p>					

different apparatus

**Problem Solving**







Select the appropriate apparatus with increasing independence, use maths as an integral part of activities, begin to identify deliberate mistakes,

**Communicating**

Discuss the strategies they have used, be able to write one number per box when recording

**Reasoning**

Draw simple conclusions from their work and describe how and why they have completed a task, recognise and use a simple pattern or relationship.

English						
	Magical Me!	Are We Nearly There Yet?	Dinosaur World	Watch Them Grow	Off on Safari	Oh, I Do Like to Be Beside the Seaside
Speaking	<p>Begin to use longer sentences, sometimes using and because.</p> <p>Talk about something that has happened yesterday</p> <p>Ask lots of questions and answer questions.</p> <p>Talk about what they are doing now and what might happen later or tomorrow.</p> <p>Sometimes I can make myself really clear when I am trying to tell you something.</p> <p>Use lots of new vocabulary about things that interest me.</p> <p>Pretend about things I am doing and describe what I am doing.</p>	<p>Use a range of vocabulary to tell you about something I have made or done.</p> <p>Use new words whilst I'm playing.</p> <p>Pretends to be different people with appropriate dialogue.</p> <p>Use words such as first, next, last when they tell you what they have done.</p> <p>Make up stories using what I know.</p> <p>Make up silly rhymes.</p> <p>Use alliteration (simple)</p> <p>Use different voices when telling stories.</p>			<p>Participate in small group, class and 1 to 1 discussions offering their own ideas, using new vocabulary.</p> <p>Offer explanations for why things might happen, making use of new vocabulary from stories, nonfiction, rhymes and poems where appropriate</p> <p>Express their ideas 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> <p><i>Being Imaginative and expressive – Links to speaking ELG</i></p> <p><i>Invent, adapt and recount narratives and stories with their teacher and peers.</i></p> <p><i>Perform songs, rhymes, poems and stories with others.</i></p>	
Language / speech development / provision	<ul style="list-style-type: none"> <li>• New vocabulary; introduced through stories (Wonderous words)</li> <li>• 'Words in Action' – new vocab displayed around book of the week with a pictorial prompt, children will find examples from around the environment and make a collection.</li> <li>• Role play – life area / themed role play and puppet theatre for retelling. (Modelled, self-initiated and supported)</li> <li>• Conversations modelled. Children's sentences copied back to them including more / a higher level of vocabulary.</li> <li>• Small group conversations with peers and teacher</li> <li>• Development of full sentence use (modelled and MTTT strategy)</li> <li>• Snack time used for language development of manners / full sentences / peer questioning</li> <li>• Ten second rule used by all staff allowing children an appropriate thinking and response time to questions.</li> <li>• Blast 1 <i>Boosting Language Auditory Skills and Talking.</i></li> </ul>					

	<ul style="list-style-type: none"> <li>• Non-verbal communication cards for behaviour expectations.</li> <li>• Listening, attention and social communication skills</li> <li>• Blast 2 (In summer term for more able) <i>works on the underpinning skill for reading via a phonics approach which is known as Phonological Awareness</i></li> </ul>					
More able children / Y1 ready	<p>Concentrate on the person they are talking to  Join sentences with a wide range of conjunctions.  Say words containing two or more syllables  Partake in conversation with a class visitor.  Talk through a series of steps  Demonstrate their ability to answer questions.  Respond back to a greeting  Use adult names correctly when responding</p>					
Language / speech development provision	<ul style="list-style-type: none"> <li>• New vocabulary; introduced through stories (Wonderous words)</li> <li>• 'Words in Action' – new vocab displayed around book of the week with a pictorial prompt, children will find examples from around the environment and make a collection.</li> <li>• Role play – life area / themed role play and puppet theatre for retelling. (Modelled, self-initiated and supported)</li> <li>• Conversations modelled. Children's sentences copied back to them including more / a higher level of vocabulary.</li> <li>• Small group conversations with peers and teacher</li> <li>• Development of full sentence use (modelled and MTYT strategy)</li> <li>• Ten second rule used by all staff allowing children an appropriate thinking and response time to questions.</li> <li>• Blast 2 works on the underpinning skill for reading via a phonics approach which is known as Phonological Awareness</li> <li>• Speechlink</li> <li>• NELI</li> </ul>					
Phonics	<p>Teaching sets, practicing letter recognition (for reading) and recall (for spelling), teach blending and/or segmentation with letters, teach one or two tricky words</p> <p><b>RWInc</b>  Speed Sound Lessons  Teach Set 1 Sounds  Teach Word Time 1.1– 1.4 words – learning to blend  Spell using Fred Fingers  Fred Talk.  Teach gaps in Set 1 single-sounds  Read most Set 1 single-letter sounds  Blend sounds into words orally.</p>	<p>Practising oral blending and segmentation, teaching and practising blending for reading VC and CVC words, Teaching and practising segmenting VC and CVC words for spelling</p> <p><b>RWInc</b>  Speed sound lessons  Read all Set 1 single-letter sounds speedily  Read Word Time 1.1-1.5 words with Fred Talk</p>	<p>Practising oral blending and segmentation, teaching and practising blending for reading VC and CVC words, Teaching and practising segmenting VC and CVC words for spelling. Practising reading and writing captions and sentences.</p> <p><b>RWI</b>  Teach Set 1 Special Friends  Teach Word Time 1.5-1.6  Review Word Time 1.1-1.4  Nonsense words (3 sound words)  Spell using Fred Fingers.  Read all Set 1 Sounds speedily, including Special Friends  Read Word Time 1.6 words with Fred Talk  Read 3 sound nonsense</p>	<p>Practising oral blending and segmentation, teaching and practising blending for reading VC and CVC words, Teaching and practising segmenting VC and CVC words for spelling, teaching and practising high-frequency (common) words, Introducing two-syllable words for reading. Practising reading and writing captions and sentences.</p> <p><b>RWInc</b>  Ditty Speed Sound Lesson  Quickly review Set 1 Sounds (reading)  Teach Word Time 1.6-1.7 (4 and 5 sound words)  Review Word Time 1.1-1.5  Nonsense words (3 and 4 sound words)</p>	<p>Introducing and teaching two-letter and three-letter GPCs, practising grapheme recognition (for reading) and recall (for spelling), Practising blending for reading, Practising segmentation for spelling, Teaching and practising high-frequency (common) words, Teaching reading and spelling two-syllable words, Practising reading and writing captions and sentences.</p> <p><b>RWInc</b>  Set 2 Speed Sound Lesson  Teach Set 2 Sounds and corresponding Phonics Green Words  Review Set 1 and previously taught Set 2 Phonics Green</p>	<p>Introducing and teaching two-letter and three-letter GPCs, practising grapheme recognition (for reading) and recall (for spelling), Practising blending for reading, Practising segmentation for spelling, Teaching and practising high-frequency (common) words, Teaching reading and spelling two-syllable words, Practising reading and writing captions and sentences.</p> <p><b>RWInc</b>  Set 2 Speed Sound Lesson  Teach Set 2 Sounds and corresponding Phonics Green Words  Review Set 1 and previously taught Set 2 Phonics Green</p>





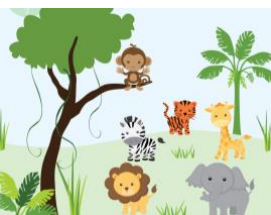

			words with Fred Talk.	Spell using Fred fingers. Read Word Time 1.6-1.7 (4 and 5 sounds) Phonics Green Words with Fred Talk Read 3 and 4 sounds nonsense words with Fred Talk.	Words Nonsense words Spell using Fred Fingers. Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 speedily.	Words Nonsense words Spell using Fred Fingers. Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 speedily.
<b>Reading Focus</b>	<p>Sings nursery rhymes and songs. Join in with rhymes Recognise alliteration at a basic level. Clap out 2-3 syllable Join in with favourite stories. Predict what will happen next in a story. Know that stories have a beginning, middle and end. Listen to stories and talk about them. Discuss the settings and characters as well as the important events in a story. Recognise their own name and words that are important to them such as mam, favourite foods and shops. Hold books the correct way up and treat books carefully. Know that books can give information. Know that the words can tell you information.</p>	<p>Identify words that rhyme Hear and say the initial sound in words when a word is said to them. Sound out each of the sounds and put them together to read a word. Read short sentences. Use favourite stories to help children create their own stories. Share a range of books, comics, stories, rhymes, poems, fact books, and magazines. Look in books to find information. Read signs. Choose their own books Identify rhyming words.</p>	<p><b>Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play.</p> <p><b>Word Reading</b> Says a sound for each letter in the alphabet for at least 10 diagraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p>			

More able / Y1 ready	<p>Read words with more than one syllable  Describe the main events in a story they have read.  Knows how to handle and hold a book, turn pages correctly and knows key parts of the book such as author, cover title, illustrator, contents page.  Chooses and reads book independently.  Decode words using phonics knowledge (Phase 3-4)  Read some common exception words, alone and in context by sight.  Reads and understands simple sentences  Use expression when reading beginning to address the use of punctuation and changing their voice for dialog  Beginning to read nonsense words.  Can retell a familiar story with increasing detail and sequence  Can make predictions and begin to base these on evidence from the text.  Can answer simple questions about the text orally and begin to answer them in shared or independent writing.  Introduced to simple dictionaries, sounds and word mats as a tool to support independence</p>		
Whole class reading	<ul style="list-style-type: none"> <li>• Dialogic Reading – a story per week as a focus for language activities with a daily story.</li> <li>• Poems / rhymes / non-fiction and fiction books balanced across the week and used to embed new words.</li> <li>• Daily Storytime (at least two per day on top of the weekly text)</li> <li>• Comprehension via questioning. (Basic VIPERS skills)</li> <li>• Non-fiction is used at the start of a topic to introduce technical vocabulary</li> </ul>		
Individual reading	<ul style="list-style-type: none"> <li>• Read and Relax area in the Reception environment.</li> <li>• Outdoor read and relax area.</li> <li>• Resources labelled with pictures / words</li> </ul>		
Modelled reading / Parent support	<ul style="list-style-type: none"> <li>• Weekly reading book closely matched to phonic stage.</li> <li>• Read Write Inc Workshop</li> </ul>		
Writing	<p>Sometimes, they can identify what their paintings or drawing mean.  When they see writing, they can say what they think it means  Make lines and marks with a pencil.  Copy some of the letters of their name.</p>	<p>Say what the marks, letters and pictures they make mean.  Know that when a word is written down and the letters used make a word I have said.  Say each sound in a short word and put them together to say the word.  Know the names of the letters of the alphabet.  Begin to use letters in writing.  Write their own name.  Write labels for role play areas.  Write a short caption to record what they have done.  Try to write short sentences.  Word writing – initial sounds</p>	<p>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.  Begin to write some CEW  Write first name and surname</p>
Possible writing opportunities	<p>Lists, captions, labels, postcards, letters, postcards, poems, fact files</p>		

<p>Writing Continuous provision</p>	<ul style="list-style-type: none"> <li>• Stories in role play area and in environment</li> <li>• Vocabulary-rich environment</li> <li>• Wondrous words which are embedded in writing tasks</li> <li>• Talk-rich activities</li> <li>• Peer models for talk</li> <li>• Modelled writing e.g. for days of the week</li> <li>• Range of resources to write with</li> <li>• Resources to make mini books e.g. paper stapled together, small pictures</li> <li>• Opportunities to write on paper and digitally</li> <li>• Model authorship and spelling in action</li> <li>• Model how to segment sounds</li> <li>• Wide range of role play writing opportunities</li> <li>• Opportunities for drama</li> <li>• Sharing writing together</li> <li>• Rhythm and rhyme</li> <li>• Make links to other areas e.g. in the mud kitchen, children could be encouraged to write a recipe</li> <li>• Teacher acts as scribe to model writing</li> </ul>
<p>More able / Y1 ready</p>	<p>Children demonstrate they can:</p> <p>Sit correctly at a table with 4 legs on the floor.</p> <p>hold a pencil in tripod grip.</p> <p>form lower- and upper-case letters correctly.</p> <p>write some common words correctly. (phase 2 CEW, phase 3 with increasing accuracy)</p> <p>name the letters of the alphabet.</p> <p>use finger spaces., capital letters and full stops.</p> <p>write for a range of purposes.</p> <p>write 'I' as a capital letter.</p> <p>add 's' to pluralise nouns.</p> <p>Write in the line and use the full width of the page.</p> <p>Hold a sentence and write a sentence from dictation.</p> <p>use some adjectives in their writing.</p> <p>begin to use some conjunctions.</p> <p>Make their writing makes sense.</p>

Text Stimuli	Funny bones Stick man Monkey puzzle The Mega magic hair swap Only One You All kinds of people	Emergency Detective dog Where the wild things are The blue balloon Polar express Master Track's train	Harry and a bucketful of dinosaurs Dinosaur safari The dinosaur that pooped a planet Dinosaurs Dinosaurs love underpants Top Dinosaurs Fossils	The very hungry caterpillar Butterfly lifecycle The butterfly Grow your own butterfly farm Seeds to sunflower Egg to bee The greedy bee Franklin frog Titch Tadpole to frog	Big cats We're Going on a Lion Hunt Giraffes can't dance We're all going on safari Safari animals Jane Goodall Gorillas Rumble in the jungle In the jungle Night monkey, day monkey Rumble in the jungle	The Singing Mermaid Ocean Explore Seashore The Sea Book The Lighthouse Keeper's Lunch Fry to Seahorse Sharing a Shell; Commotion in the Ocean
Core Texts	Room on the Broom	Where the Wild Things Are	Dinosaur Roar	Owl Babies	The Tiger Who Came to Tea	Happy in Our Skin



						
	Magical Me!	Are We Nearly There Yet?	Dinosaur World	Watch Them Grow	Off on Safari	Oh, I Do Like to Be Beside the Seaside
PSHE / PSD	<p><b>Self-Regulation</b>  Show an understanding of their feelings and those of others (EYH5 / EYR4 / EYWW1 / EYWW4)  Begin to regulate behaviour accordingly (EYH5 / EYH6 / EYR3 / EYR4 / EYR5)  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (EYR3 / EYWW3 / EYWW4)  Give focussed attention to what the teacher is saying (EYR3 / EYWW4)  Respond appropriately even when engaged in an activity and show the ability to follow instructions involving several ideas or actions. (EYR3 / EYWW4)</p> <p><b>Managing Self</b>  Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (EYH6)  Explain the reasons for rules, know right from wrong and try to behave accordingly (EYR5 / EYWW4)  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (EYH1 / EYH2 / EYH3 / EYWW4)</p> <p><b>Building relationships</b>  Work and play cooperatively and take turns with others (EYH5 / EYH6 / EYR2 / EYR3 / EYR4 / EYR5 / EYWW1)  Form positive attachments and relationships (EYH5/ EYH6 / EYR1 / EYR5)  Show sensitivities to other's needs (EYH5 / EYR2 / EYWW1)</p>					
Core Themes (PSHE)	<b>RELATIONSHIPS</b>		<b>HEALTH AND WELLBEING</b>		<b>LIVING IN THE WIDER WORLD</b>	
	<p><b>Pupils should have the opportunity to learn:</b>  <b>EYR1:</b> Which are their special people (family, friends, carers), and what makes them special  <b>EYR2:</b> How special people should care for one another.  <b>EYR3:</b> How to listen to other people and play and work cooperatively  <b>EYR4:</b> Strategies to resolve simple arguments through negotiation  <b>EYR5:</b> To recognise how their behaviour affects other people.</p>		<p><b>Pupils should have the opportunity to learn:</b>  <b>EYH1:</b> The importance of and how to maintain personal hygiene.  <b>EYH2:</b> What constitutes a healthy lifestyle.  <b>EYH3:</b> The benefits of exercise, rest, healthy eating and good dental health.  <b>EYH4:</b> About growing and changing  <b>EYH5:</b> About new opportunities and responsibilities that increasing independence may bring.  <b>EYH6:</b> To recognise their shared responsibility for keeping themselves and others safe.  <b>EYH7:</b> The names for the main parts of the body and the similarities and differences between boys and girls.</p>		<p><b>Pupils should have the opportunity to learn:</b>  <b>EYWW1:</b> That people and other living things have needs and that they have responsibilities to meet them.  <b>EYWW2:</b> That they belong to various groups and communities such as family and school.  <b>EYWW3:</b> To help construct, and agree to follow, group and class rules and to understand how these rules help them.  <b>EYWW4:</b> To consider how they can contribute to the life of the classroom.</p>	
RE	<p><b>Special People</b>  Children to talk about their families and make a button portrait.</p>		<p><b>Special Places</b>  Take a walk around the whole school building and talk about special places within school. Create a simple caption of their favourite.</p>		<p><b>Special Times</b>  Show the children a range of objects that would give clues to different times of the school day. Discuss why each signifies a special time.</p>	

	Take a walk into Meadowdale – place of worship, shop, and a service (docs) ask people in the community to talk about what their jobs / roles are. Invite the head teacher / another teacher from school or a religious leader to come and talk about who is special to them, their beliefs and a little bit about themselves	Visit a place of worship and talk about its features, explore the building. Think about our world being a special place – show lots of photos of fantastic people places etc chn to record their thinking. Work together to create a special area in the outdoor area or enchanted garden – it could be an existing one or creating a new area. Work together to create a special area in the classroom – it could be enhancing an existing one or creating a new area.	Ask children what special times they have at home and record in picture form with simple caption Watch a video about special times and focus on the clothes people wear. Plan and hold a celebration of the children’s choice – it could be a birthday. Hold a special times parent session to share all of the work they have done and share a special time with their family in school.			
RE Celebrations	Studies through links and patterns in their own experiences, showing curiosity about objects, events and people, using sense to explore the world around them, representing experiences in play, acting out experiences of others.					
	Hinduism – Onam Christianity – Christmas (December) Islam - Mawlid al-Nabi (October) Sikism – Guru Nanak urparab (November)	Buddhism – Bodhi day (Jan) Hinduism – Rama Navami Christianity – Easter Sikism – Nam Karan	Buddhism – Wesak (May) Judaism - Shavout Islam - Dhu Al-Hijja Christianity – bible stories			
PE	The Power of PE: Superheroes Skill development: balance	The Power of PE: Winter / Transport Skill development: different ways of moving	The Power of PE: Dinosaurs Skill development: throwing	The Power of PE: Growing Skill development: improve agility	The Power of PE: The Jungle Skill development: improve agility	The Power of PE: Pirates / under the sea Skill development: different ways of moving
Science (The Natural World)	<b>Mud kitchen / materials</b> <b>Seasonal / forces</b> Develop an understanding of growth, decay and changes over time. Talk about natural and found objects Look closely at similarities & differences and change Name some similarities and differences in relation to objects and materials Observe changes in materials over time. Observe what happens to water when it is poured, sprinkled, mixed, stirred and squirted. Asks questions about aspects of their familiar world.	<b>Forces / magnets</b> Observe how different objects behave when forces are applied to them. Talk about the direction and speed an object travels when a force is applied. Begin to identify push and pull forces and begin to use the correct vocabulary for these. Begin to identify that magnets attract some metals and can be of different strengths. RELATED UNITS: Into the Woods /Paper clip painting / pipe cleaner push and pull / What makes it move? / How does my toy work? / What is in the sky? / Make a magnet maze / Magnet sensory bottles / Making and racing boats / Make a teddy zip wire	<b>Animals including humans</b> Talk about animals. Make observations of animals. Name some animals and plants from different habitats. Know about some similarities and differences in relation to living things RELATED UNITS: Dinosaurs Learn about bones	<b>Life Cycles / habitats / plants</b> Make observations of plants. Show care and concern for living things and the environment Talk about plants Develop an understanding of growth decay and changes over time Know about some similarities and differences in relation to living things Make observations about plants and explains why some things occur/change. Begin to talk about the things that plants need to thrive. RELATED UNITS: Pets and Vets / Tea for a Tiger / Who are my parents? / What can I grow	<b>Animals including humans</b> Talk about animals. Demonstrate care and concern for living things. Know about similarities and differences in relation to living things. Make observations about animals and explains why some things occur/change. Name some common animals. RELATED UNITS: Dough babies / Slimy things / lolly stick Outlook Post / Who Lives here? / Who has stripes?	<b>Materials / Water investigations</b> Know about similarities and differences in relation to objects and materials Observe changes in materials over time. Observe what happens to water when it is poured, sprinkled, mixed, stirred and squirted. Explore and investigate objects and materials using all senses Know that temperature can change materials in both reversible and irreversible ways such as melting ice, chocolate or baking bread; RELATED UNITS: Pirates Balloon beards / sinking eggs / wonderful wind / What melts? / What goes through? / What

	Talk about things they have observed RELATED UNITS: What am I made of? / Sound Collector / soggy cereals / What happens at night? / investigating fingerprints / How to keep teeth healthy / Make a stethoscope / What's inside your body?			for my dinner? /Is all of a plant green?		floats? / treasure maps / What goes through?
<b>Working like a scientist.</b>	Make simple records of what they notice (with help where necessary), demonstrate curiosity about how things behave, ask questions about things to test, talk about ideas for testing how things behave, Use senses to look closely at how things behave, carry out simple tests with adult support, use simple equipment to observe, talk about what I have done and what I noticed , talk about whether something makes a difference					
<b>History (Past and Present)</b>	Past events in their own / family life (sense of chronology) People who live in Meadowdale now and roles in the community.	Transport from the past (compare and contrast to modern day) Photos from 'old' Meadowdale.	Historical figures - Barnum Brown / Mary Anning linked to palaeontology and modern-day dinosaur hunter, Dr Phil Manning (compare and contrast)	Baby to now timeline of their own using photographs, noticing what they can do now that they couldn't do as a baby. (sense of chronology)	Past events in their own / family life – holidays / visits to places (sense of chronology)	Seaside holidays from the past (compare and contrast to their own experiences and learning)
<b>Geography (People, Culture and Communities)</b>	Familiarisation with school grounds, making simple maps of outdoor areas and looking at the features and use of their environment use, using simple geographical vocabulary to refer to physical and human features	Make a simple map of their journey to school identifying geographical features (simple language)	Simple geography fieldwork focusing on the recreational areas of Meadowdale (playfields / parks / library / services etc).		Know that there are different countries in the world and study contrasting country – Africa (Weather, homes, lifestyle)	Comparing local beach environment to Meadowdale – geographical physical and human features Making simple maps
<b>Creating with Materials (DT)</b>	Creating sculptures of themselves using modelling clay.	Planning and creating junk model transport, explain their design, describing the process verbally and using tools safely	Planning and creating a dinosaur using natural materials	Planning and creating a new plant design using materials of their choice.	Planning and creating a safari creature using reclaimed materials	Planning and creating a whole class rock pool creating 3d models and structures to represent the environment.
<b>Creating with Materials (Art)</b>	Draw using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Drawing: revising and extending the use of tools, drawing simple shades, blending, smudging and making marks	Paint using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Painting: different textures and colours, colour patterns, mixing colours and shading, drawing with a brush	Print using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Printing: bit and little dots, prints that make patterns, printing on and off, combing shapes and textures	Cut and stick using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Collage: making holes, cutting up strips, cutting up shapes, cutting mouldable materials, following a cutting line	3D and Mouldable Materials: Filling up given spaces, making 3D shapes with paper, changing and arranging tubes, cutting 3D shapes up and sticking	Textiles: weaving in and out, sewing on bubble wrap, ribbon collages, linking shapes
<b>Technology</b>	Internet safety Interact with age appropriate software.	Interact with age appropriate software.	Internet safety Day Interact with age appropriate software.	Interact with age appropriate software. Using paint programs to produce a recognisable	Internet safety Coding with Bee bots Recognise where technology is used	Interact with age appropriate software.

	Purple Mash activities: PINS all about me, PINS – seasons, 2 publish – making classroom signs, 2 beat, Simple City, Maths City, Toy Shop, All About Me	Purple Mash activities: Slideshow – create photos of transport, draw simple – city map, mash cams – pilot, train driver, race driver, 2design – make transport, Maths City – car race, 2paint project – bus, race car, steam train, 2 beat, 2Go	Know how to use things like a digital microscope, cameras on an iPad.  Purple Mash activities: 2go – simple coding, 2create a story, pairs, dinosaur paint projects, 2beat	representation of an object or picture.  Purple Mash activities: Topic pack (PINS), mini beasts garden growing, baby animals, a fishmatic game, mini mash environments, 2 email, 2 respond, 2 beat, Maths City The Farm, Topic Packs – Growing, baby animals	Select the correct technology for their use. Introduction of algorithms as following as set of instructions in the correct order. Using grids as simple coding – moving a toy from one place to another.  Purple Mash activities: 2count pictogram, number paint projects, paint projects linked to theme, mash cams, 2beat – explore safari sounds, 2explore – using instruments, 2 create a story, 2email	Purple Mash activities: Talking stories – Sally’s seaside, paint projects – beach huts, rockpools, Simple City game, 2 connect – seaside places, 2 create a story – seaside theme, seaside jigsaws, 2 create a story, 2beat, Talking stories = Sally’s Seaside Adventure, 2 Go, 2email, 2 publish
<b>Music Being Imaginative and Expressive</b>	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to move in time to the music.  Bringing Us Together (Charangha)	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to move in time to the music.  Christmas performance	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to move in time to the music.  Charangha Unit – Everyone!	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to move in time to the music.  Charangha Unit – Everyone!	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to move in time to the music.  Charangha Unit -Big Bear Funk (transition unit)	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to move in time to the music.  Charangha Unit -Reflect, rewind, replay
<b>Festivals / Themed Day</b>	Harvest Festival Roald Dahl Day British Food Fortnight Black History Month World Smile Day	Halloween Bonfire Night Big Schools Garden Watch Children’s Day Nursery Rhyme Week Christingle	Chinese New Year Shrove Tuesday Mother’s Day Safer internet day Valentine’s day Mental Health Awareness National Lego Day	Fair Trade Fortnight World Book Day Science week	Families World environment day / World Oceans Day National Pet Month World Health Day World Day of music	Father’s Day Children’s Art Day National Insect Week
<b>Parental Involvement</b>	Meet the Teacher Workshop Stay and Play Phonics Workshop	Stay and Play Maths Workshop Nativity Parent Consultation	Stay and Play Writing Workshop	Stay and Play Parent Consultation	Stay and Play	Stay and Play Parent Consultation Summer Educational Visit