

# EYFS Curriculum Overview for Maylandsea Primary School



## TELAT EYFS Curriculum Vision

At The Eveleigh Link Academy Trust we recognise that a child's experiences up to the age of five have a huge impact on their future life. We treat children as the individuals they are, celebrating their differences and their strengths, supporting their needs and enabling them to reach their full potential. As a result, our curriculums and daily practice are flexible, responsive and ambitious, taking into consideration the three Characteristics of Effective Learning: playing and exploring, active learning and creating and thinking critically. Our curriculums are based upon the standards set in the statutory EYFS Framework (2021) and supported by the non-statutory guidance of Development Matters (2021) alongside knowledge of our children, families and local communities. This knowledge is interwoven in the seven Areas of Learning and Development, to ensure progress towards meeting our end of year curriculum goals and the Early Learning Goals (ELGs) by the end of the Reception year and appropriately prepare them for year one. We aim to give our children the best possible start.

## Maylandsea Primary School EYFS Curriculum Vision

At Maylandsea Primary School we strive to develop the children's independence and resilience through the provision of a warm and welcoming environment. We ensure that every child's interests are taken into consideration, thus allowing the children to achieve their full, unique potential. We foster strong relationships between adults and pupils and also encourage the children to develop key relationships with their peers. We believe that all children deserve to be valued as individual learners and it is our role as educators to guide them along their own learning path. As a school we aim to explore a range of experiences beyond village life to develop their awareness of other cultures and the wider world. We have high aspirations for the children and encourage them to challenge themselves.

## Educational Programmes

| Prime Areas  |   |   | Specific Areas  |  |  |   |
|--|---|---|---|--|--|---|
| Communication & Language   | Personal, Social & Emotional  | Physical  | Literacy  | Mathematical   | Understanding the World  | Expressive Arts & Design  |
| <p>Communication and language are an integral part of our environment. Through meaningful and responsive interactions with adults, children develop communication skills, explore and extend vocabulary, have shared experiences and deepen understanding. Sensitive but probing questioning is used within our reading rich environment to encourage elaboration, clarity of thinking and an improved understanding and use of vocabulary. Thought provoking images and questions are shared often to encourage children to appreciate and challenge discussions. Through various sized groups and contexts, children are encouraged to pay attention to, respond to and question what they hear and see. Every Friday the children are encouraged to bring five items from home in a decorated box for them to share real-life stories with peers and adults alike. As the children become more confident through the year we use these items for 'show and tell' in front of the class.</p> | <p>We strive to enable children to be safe, happy, confident and healthy individuals. Our environment and daily routine are designed to promote executive function skills and self-regulation. Alongside class rules, modelling good behaviour and reflective discussions, children develop an understanding of themselves and others to help them develop strong relationships. Independence in learning and self-care is encouraged to develop resilience, a 'have a go' attitude and a positive sense of self. Daily learning reflection time and mindfulness activities promote a sense of calm and positive wellbeing. Children engage in regular whole class sessions from The Jigsaw Approach which links to the whole school approach to PSHE education. We also explore the seven animals included within Effective Lifelong Learning Inventory (ELLI) as a whole school. The seven animal characters all have different traits and link to the positive learning behaviours we promote.</p> | <p>Children are taught the importance of regular exercise and its effect on our physical, mental and emotional wellbeing. They take part in regular PE lessons following the whole school curriculum which includes dance, gymnastics, invasion games and athletics. Children take part regularly in GoNoodle activities, Cosmic Yoga and join in whole-school sports days. They are given opportunities to develop their fine motor skills through a range of resources, tools, activities and structured feedback within continuous provision, such as cutting tasks, small world and construction. Children take part in daily Dough Disco sessions to develop their strength and dexterity, which aids the development of handwriting. Fine motor activities are present in continuous provision for the children to access throughout the day. We also have large play equipment in our outdoor learning environment to develop the children's gross motor skills.</p> | <p>Systematic synthetic phonics based on Letters and Sounds is taught daily in whole class sessions. We use songs and actions from Jolly Phonics to promote and enrich our daily phonics sessions and encompass all learning styles. Books are used as teaching tools, to enhance our curriculum and for pleasure. Adults model confident storytelling using texts and real-life experiences in various contexts. Small world and role play activities are provided to encourage children to do the same. Writing resources are incorporated throughout the environment to encourage spontaneous mark making; children's attempts and creativity are celebrated. We inspire and encourage children to write independently following whole class or group literacy sessions where ideas are modelled, shared and rehearsed. Literacy lessons can include shared reading, guided writing, handwriting and Super Sentence writing. We regularly scribe the children's stories. We then perform these stories as a whole class.</p> | <p>Maths is everywhere! Children learn about it through play and daily experiences in meaningful ways. They actively learn to sort, explore, compare, count, calculate, describe, subitize and manipulate numbers through the resources and activities in their environment. They learn to become creative, critical thinkers, problems solvers and brave learners. Additionally, maths is explicitly taught four times a week as a short whole class session and followed up with group work within the environment. These are based upon the White Rose Maths. Following a mastery approach, children use a combination of concrete objects, pictorial representations and abstract ideas to develop reasoning and problem-solving skills and ultimately deepen their understanding.</p> | <p>Children are given experiences to help develop their awareness, understanding, respect and appreciation of a world beyond and before themselves. Regular observational drawing sessions help them attend to details by becoming scientists. Our outdoor area allows us to observe the seasonal changes in nature. To understand the journey of their food, children plant, care for, harvest, prepare, then eat their own vegetables. Children learn about similarities and differences in cultures and customs through visits from family and community members, as well as a permanent domestic roleplay that evolves with festivals and celebrations. We all tell our own stories and use books to learn about others and expand vocabulary.</p> | <p>We believe that creative expression is an important tool for developing children's self-esteem, confidence and individuality. We provide children with a range of creative resources and tools to facilitate this in areas such as the indoor and outdoor creative stations. During 'sharing time', children share creations and receive peer support to help refine both the process and outcome. Children learn stories, rhymes, poems and songs then perform these in front of their peers, to the school and parents in Harvest Festival and the Nativity. We explore different artists weekly e.g., musicians &amp; sculptors. Children take part in music lessons and whole school singing assemblies.</p> |

### Curriculum Goals

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>• <b>ASK</b> a relevant question, make a relevant comment</li> <li>• <b>CONVERSE</b> in a back-and-forth exchange with friends &amp; teachers</li> <li>• <b>EXPRESS</b> ideas and feelings confidently</li> <li>• <b>USE</b> newly introduced vocabulary in everyday language.</li> </ul> | <ul style="list-style-type: none"> <li>• Show <b>EMPATHY</b> to others</li> <li>• Show <b>Independence</b> in all aspects of school life.</li> <li>• Show <b>DETERMINATION</b> to complete a goal</li> <li>• Show <b>RESILIENCE</b> in the face of challenges.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>USE</b> cutlery with confidence</li> <li>• <b>HOLD</b> a pencil effectively</li> <li>• <b>TRAVEL</b> with confidence on a range of equipment.</li> <li>• Effectively <b>CUT</b> around lines of different shapes.</li> </ul> | <ul style="list-style-type: none"> <li>• Show a love of reading by <b>TALKING</b> about a favourite story</li> <li>• <b>RETELL</b> a story through play</li> <li>• <b>READ</b> a 'yellow level' book with fluency</li> <li>• <b>WRITE</b> a simple sentence and tell an adult what it says.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>UNDERSTAND</b> in depth numbers to 10, including number bonds</li> <li>• <b>RECOGNISE</b> the pattern of the counting system</li> <li>• <b>COMPARE</b> quantities in different contexts</li> <li>• <b>EXPLAIN, REASON &amp; PROBLEM SOLVE</b> using a variety of mathematical equipment to explain their understanding.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>KNOW</b> their family tree</li> <li>• <b>CARE</b> for living things</li> <li>• <b>Acknowledge</b> different religious and cultural communities locally and around the world</li> <li>• Show <b>CURIOSITY</b> about the world around them.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>CREATE</b> a piece of art for our own art gallery.</li> <li>• <b>PERFORM</b> a story, song, poem or rhyme to an audience</li> <li>• <b>INVENT</b> and <b>ADAPT</b> their own ideas.</li> </ul> |
|--|---|--|--|--|--|--|

### EYFS Curriculum Content

Each planned theme is included in the curriculum for specific reasons. They do not run for a specific amount of time but are based on the children's current learning, therefore a topic can run from between two and seven weeks. Each topic has related resources and activities that can be used in enhanced provision alongside those related to need and those inspired by the children's interests.

| Term                                | Autumn  |   | Spring   |   | Summer   |   |   |                              |  |   |  |                               |
|-------------------------------------|---|---|--|---|--|---|---|------------------------------|--|---|--|-------------------------------|
| Themes                              | <i>All About Me</i>   | <i>Festivals and Celebrations</i>   | <i>Around the World</i>  | <i>Once Upon a Time</i>   | <i>Minibeasts</i>  | <i>Sun, fun and off to Year One</i>   |   |                              |  |   |  |                               |
| <b>Enquiry questions</b>            | What makes me special?  | How do people celebrate around the world?   | What other countries are there?  | Where will the magic take us?   | What is at the bottom of the garden?   | Are we ready?   |   |                              |  |   |  |                               |
| <b>Enrichment activities</b>        | A walk around the local area to observe the changing seasons.<br>Phonics morning with parents   | Christmas party with Y1<br>Walk to the local post box to deliver letters to Santa<br>Walk around the local area to observe the changing seasons.<br>Chatter box Friday  | Make our own pancakes  | Onesie story Day/late afternoon   | The life cycle of a Caterpillar  | Sports Day (TBC)  |   |                              |  |   |  |                               |
| <b>Celebrations/ Awareness Days</b> | Harvest (3 <sup>rd</sup> -31 <sup>st</sup> Oct)<br>World Space Wk (4 <sup>th</sup> -10 <sup>th</sup> Oct)<br>Black History Week (Friday 1 <sup>st</sup> - Sunday 31 <sup>st</sup> Oct)<br>Halloween- 31 <sup>st</sup> Oct | Diwali (Thursday 4 <sup>th</sup> Nov)<br>Bonfire Night (Friday 5 <sup>th</sup> Nov)<br>Remembrance (Sun 8 <sup>th</sup> Nov)<br>Children in Need (12 <sup>th</sup> Nov)<br>Road Safety Wk (15-21 Nov)<br>Christmas (25 <sup>th</sup> Dec) | New Year (1 <sup>st</sup> Jan)<br>Chinese New Year (12 <sup>th</sup> Feb)<br>Valentine's (Sunday 14 <sup>th</sup> Feb)<br>Pancake Day (Tues 16 <sup>th</sup> Feb)<br>Safer Internet (Tues 9 <sup>th</sup> Feb) | World Book Day (4 <sup>th</sup> Mar )<br>St George's Day (23 <sup>rd</sup> Apr)<br>Red Nose Day (23 <sup>rd</sup> May)<br>Easter<br>St Patrick's (Thurs 17 <sup>th</sup> Mar)<br>Holi (19 <sup>th</sup> Marc2022) | Ramadan (2 <sup>nd</sup> April- 1 <sup>st</sup> May)<br>World Autism awareness week (Saturday 2 <sup>nd</sup> April 2022)<br>Mother's Day (Sunday 8 <sup>th</sup> May) | Father's Day (Sun 19 <sup>th</sup> Jun)<br>World Environment Day (Sun 5 <sup>th</sup> Jun)<br>World Ocean Day (Wed 8 <sup>th</sup> Jun) |   |                              |  |   |  |                               |
| <b>Core texts/songs/rhymes</b>      | Stick Man<br>Gruffalo<br>Funny Bones<br>The Big Book of Families<br>The Rainbow Fish<br>The Colour Monster<br>Little Red Hen  | Dim Sum for Everyone<br>Celebrations Around the World: The Fabulous<br>Celebrations You Won't Want to Miss.<br>The Jolly Christmas Postman  | Handa's Surprise<br>My Granny Went to Market<br>The Colour Monster   | Cinderella<br>Goldilocks and The Three Bears<br>Jack and the Beanstalk<br>The Jolly Postman<br>Mixed-A world of colour (EAD)<br>Festivals of Colours  | The Very Hungry Caterpillar<br>Jack and the Beanstalk<br>Superworm<br>Oliver's Vegetables<br>The Emperors Egg<br>Mrs Men Adventure with Minibeast                      | Lighthouse Keeper's Lunch<br>Under the Sea Non-Fiction<br>Maisy Goes on Holiday   |   |                              |  |   |  |                               |
| <b>Key vocab</b>                    | Represent<br>Compare<br>Unique<br>Special<br>Emotions<br>Teamwork   | Friendships<br>Family<br>Marriage<br>Decay<br>Season  | Celebrate/celebration<br>Month<br>Believe<br>Fireworks<br>Jesus<br>Bethlehem<br>Frankincense   | Myrrh<br>Christian<br>Diwali<br>Hindu<br>Festival<br>Henna<br>Gun powder<br>plot  | Country<br>Travel<br>Plane<br>Ferry<br>Pancake<br>Croissant<br>Cassone   | Taj Mahal<br>Eiffel Tower<br>Determinati<br>on<br>Buckingham<br>Palace<br>Royalty<br>Beliefs<br>Internet                                | Castel<br>Beginning,<br>Middle and<br>end<br>Magic<br>Character | Tale<br>Fairytale<br>Setting | Seed<br>Lifecycle<br>Vegetable<br>Egg<br>Chrysalis | Caterpillar<br>Butterfly<br>Minibeast<br>Insect | Sun safety<br>Sun cream<br>Ultraviolet (UV)<br>Protect | Lighthouse<br>Keeper<br>Shore |

| Term            | Autumn  |   | Spring  |   | Summer   |   |
|-----------------|---|---|---|---|--|---|
| <b>C&amp;L</b>  | <p><b>Show &amp; tell:</b> in 2 groups.<br/><b>Chatter boxes:</b> items that represent children and their family, including photos.</p> <p>Encourage children to describe personal traditions, especially in role play.</p> <p>Listen to peers in 2 groups.</p> <p>Express a point of view about themselves.</p> <p>Daily story session (OTTER time) to acquire and use new vocabulary.</p> | <p><b>Show &amp; tell:</b> in 2 groups.<br/><b>Chatter boxes:</b> pictures of any personal festivals and celebrations they celebrate.</p> <p>Encourage children to describe personal celebrations, especially in role play.</p> <p>Express a point of view about themselves in response to questions.</p> <p>Daily story session (OTTER time) to acquire and use new vocabulary.</p> <p>Retell the Christmas story in small sections.</p> | <p><b>Show &amp; tell:</b> in 2 groups.<br/>Talk for about 1 min and answer simple questions.<br/><b>Chatter boxes:</b> items about places visited.</p> <p>Expose to other languages.<br/>Learn greetings from other countries.</p> <p>Respond to questions in detail about selves</p> <p>Make comments about what they have heard</p> <p>Daily story session (OTTER time) to acquire and use new vocabulary.</p> | <p><b>Show &amp; tell:</b> in 2 groups.<br/><b>Chatter boxes:</b> items about favourite stories/experiences.</p> <p>Respond to questions about a range of topics.</p> <p>Make comments about what they have heard</p> <p>Speak clearly and in full sentences</p> <p>Daily story session (OTTER time) to acquire and use new vocabulary.</p> <p>Retell familiar chosen story to an audience.</p> | <p><b>Show &amp; tell:</b> whole class<br/><b>Chatter boxes:</b> items from nature</p> <p>Respond in detail to questions about a range of topics.</p> <p>Ask relevant questions to others.</p> <p>Make comments about what they have heard</p> <p>Speak clearly and in full sentences using new vocabulary in different contexts</p> | <p><b>Show &amp; tell:</b> whole class<br/>Talk for about 2 mins and answer specific questions<br/><b>Chatter boxes:</b> items about achievements</p> <p>Respond to and ask a range of relevant questions.</p> <p>Make comments about what they have heard</p> <p>Speak clearly and in full sentences to offer explanations using new vocabulary.</p> <p>Retell own stories to an audience.</p> |
| <b>PSED</b>     | <p>Class rules, expectations &amp; learning behaviours</p> <p>Identify &amp; learn how to express feelings – ‘Colour Monster’</p>   | <p>Turn taking activities/games</p> <p>Discuss others’ perspectives</p> <p>Show understanding of other’s feelings (empathy)</p>   | <p>Work towards goals (e.g. choose a model to make, decide how to rescue small world characters) and make steps to meet it.</p>   | <p>Distinguishing between mental &amp; physical being &amp; health</p> <p>Mindfulness activities</p>  | <p>Develop independence</p> <p>Teamwork activities involving negotiations</p> <p>Growing, making &amp; eating healthy food</p>   | <p>Set and work towards simple learning goals</p> <p>Preparing for change &amp; identifying associated emotions – Colour Monster</p>  |
|                 | <p><b>Jigsaw: Being me in my world</b></p> <ol style="list-style-type: none"> <li>Who...me?</li> <li>How am I feeling today?</li> <li>Being at school</li> <li>Gentle hands</li> <li>Our rights</li> <li>Our responsibilities</li> </ol>  | <p><b>Jigsaw: Celebrating difference</b></p> <ol style="list-style-type: none"> <li>What I am good at</li> <li>I’m special, I’m me!</li> <li>Families</li> <li>Houses and homes</li> <li>Making friends</li> <li>Standing up for yourself</li> </ol>  | <p><b>Jigsaw: Dreams and goals</b></p> <ol style="list-style-type: none"> <li>Challenge</li> <li>Never giving up</li> <li>Setting a goal</li> <li>Obstacles and support</li> <li>Flight to the future</li> <li>Aware ceremony</li> </ol>  | <p><b>Jigsaw: Healthy me</b></p> <ol style="list-style-type: none"> <li>Everybody’s body</li> <li>We like to move it</li> <li>Food glorious food</li> <li>Sweet dreams</li> <li>Keeping clean</li> <li>Stranger dream</li> </ol>  | <p><b>Jigsaw: Relationships</b></p> <ol style="list-style-type: none"> <li>My family and me</li> <li>Make friends...Pt1</li> <li>Make friends...Pt2</li> <li>Falling out and bullying Pt1</li> <li>Falling out and bullying Pt2</li> <li>Being the best friend...</li> </ol>   | <p><b>Jigsaw: Changing me</b></p> <ol style="list-style-type: none"> <li>My body</li> <li>Respecting my body</li> <li>Growing up</li> <li>Fun and fears Pt1</li> <li>Fun and fears Pt2</li> <li>Celebration</li> </ol>  |
| <b>Physical</b> | <ul style="list-style-type: none"> <li>Cutting</li> <li>Mark making with natural resources</li> <li>Tummy time</li> <li>Funky fingers</li> </ul> <p><b>GMS</b> - Gymnastics with a trained teacher</p>  | <p><b>GMS</b> - Children’s Health Project- Captain Kinetic (games) * Twinkle</p>  | <p><b>GMS</b> - Dance while Incorporating Nutrition Ninja (Children’s Health Project)</p>   | <p><b>GMS</b> - Fitness while incorporating Children’s Health Project- Mind set warrior</p>   | <p><b>GMS</b> - Fitness while incorporating Children’s Health Project- Agent Lifestyle</p>   | <p><b>GMS</b> - Children’s Health Project- Outdoor P.E (sports day practice)</p>  |

| Term     |         | Autumn   | Spring  | Summer  |   |  |   |
|----------|---------|--|---|---|---|--|---|
| Literacy | Phonics | <ul style="list-style-type: none"> <li>• Revisit Phase 1.</li> <li>• Start Phase 2: -               <ul style="list-style-type: none"> <li>○ s a t p</li> <li>○ i n</li> <li>○ Initial sounds, oral blending</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Continue with Phase 2:               <ul style="list-style-type: none"> <li>○ m d</li> <li>○ g o c k</li> <li>○ c k e u r</li> <li>○ h b</li> <li>○ TW- the, to</li> </ul> </li> <li>• Identifying initial sounds</li> <li>• Begin to blend VC, CVC words ·</li> <li>• Recognise some irregular common words</li> </ul>  | <ul style="list-style-type: none"> <li>• Complete Phase 2:               <ul style="list-style-type: none"> <li>○ f f f l l s s</li> <li>○ TW- no, go, l</li> </ul> </li> <li>• Review Phase 2</li> <li>• Start Phase 3               <ul style="list-style-type: none"> <li>○ j v w x</li> <li>○ TW- he, she, me, we, be</li> </ul> </li> <li>• Blending CVC words</li> <li>• Recognise some irregular common words</li> <li>• Applying phonics knowledge reading captions and simple sentences</li> </ul> | <ul style="list-style-type: none"> <li>• Continue with Phase 3:               <ul style="list-style-type: none"> <li>○ y z z z qu</li> <li>○ ch sh th ng</li> <li>○ ai ee igh oa</li> <li>○ oo ar or ur</li> <li>○ you, they, my</li> <li>○ TW- you, they, my, was</li> </ul> </li> <li>• Blending CVC words containing Ph.3 graphemes</li> <li>• Recognise some irregular common words</li> <li>• Applying phonics knowledge reading simple sentences</li> </ul>   | <ul style="list-style-type: none"> <li>• Continue with Phase 3:               <ul style="list-style-type: none"> <li>○ ow oi er</li> <li>○ ear air ure</li> <li>○ TW- all, are</li> </ul> </li> <li>• Review Phase 3</li> <li>• Blending CVC words containing Ph.3 digraphs/trigraphs</li> <li>• Recognise some irregular common words</li> <li>• Applying phonics knowledge when reading sentences</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Review Phase 3</li> <li>• Blending CVC words containing Ph.3 digraphs/trigraphs</li> <li>• Recognise some irregular common words</li> <li>• Begin Phase 4</li> </ul>   |
|          | Reading | <ul style="list-style-type: none"> <li>• Use favourite stories and print in the environment to explore the 5 key concepts about print:               <ul style="list-style-type: none"> <li>○ meaning</li> <li>○ different purposes</li> <li>○ English read L&gt;RT&gt;B</li> <li>○ parts of book</li> <li>○ page sequencing</li> </ul> </li> <li>• Reading stories as a class/in groups and supporting pupils with attention and recall</li> <li>• Reading books with rhymes and repeated refrains &amp; encouraging chn to join in</li> <li>• Name recognition</li> <li>• Weekly 1:1 reading: Lilac A               <ul style="list-style-type: none"> <li>○ Holding books and turning pages</li> <li>○ Have conversations about books, developing new vocabulary</li> <li>○ Describe what's happening in pictures.</li> <li>○ Answer &amp; ask questions about books ·</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Share favourite books and encourage children to answer simple questions</li> <li>• Weekly 1:1 reading: Lilac B/Pink A               <ul style="list-style-type: none"> <li>○ Exploring Letters</li> <li>○ Recognising letters</li> <li>○ Pointing out initial sounds</li> <li>○ Oral blending and blending VC/CVC</li> <li>○ Discussing pictures and answering questions</li> </ul> </li> <li>• To learn the Christmas story and to recite small sections</li> </ul> | <ul style="list-style-type: none"> <li>• Read books we've read before and retell them in our own words</li> <li>• Read recipes</li> <li>• Weekly 1:1 reading: Pink A/Pink B:               <ul style="list-style-type: none"> <li>○ Blending CVC words</li> <li>○ Reading simple phrases and sentences</li> <li>○ Answering questions about sentences read</li> <li>○ Beginning to incorporate other reading strategies</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Discuss our favourite books using new vocabulary</li> <li>• Read traditional tales</li> <li>• Weekly 1:1 reading: Red A/Red B:               <ul style="list-style-type: none"> <li>○ Blending CVC words, including those containing digraphs</li> <li>○ Reading simple sentences</li> <li>○ Answering questions about sentences read</li> <li>○ Beginning to incorporate other reading strategies</li> </ul> </li> <li>• Match lower- and upper-case letters</li> </ul> | <ul style="list-style-type: none"> <li>• Reading new stories and predicting what might happen next</li> <li>• Weekly 1:1 reading: Red A/Red B/Yellow A:               <ul style="list-style-type: none"> <li>○ Blending CVC words, including those containing digraphs</li> <li>○ Reading simple sentences</li> <li>○ Answering questions about sentences read</li> <li>○ Beginning to incorporate other reading strategies</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Read a whole book consistent with their phonic knowledge</li> <li>• Weekly 1:1 reading: Yellow A/Yellow B               <ul style="list-style-type: none"> <li>○ Blending CVC words, including those containing digraphs</li> <li>○ Reading simple sentences</li> <li>○ Answering questions about sentences read</li> <li>○ Beginning to incorporate other reading strategies</li> </ul> </li> </ul> |
|          | Writing | <ul style="list-style-type: none"> <li>• Mark making/writing for purpose, matched to the children's interests</li> <li>• Name recognition and writing</li> <li>• Begin to form some letters accurately</li> <li>• Introduce the children to T4W (Little Red Hen)</li> </ul>  | <ul style="list-style-type: none"> <li>• Oral segmenting</li> <li>• Forming more letters correctly</li> <li>• Writing Christmas post e.g. lists, cards and letters</li> <li>• Writing Christmas party invitations to Y1</li> </ul>  | <ul style="list-style-type: none"> <li>• Forming letters correctly</li> <li>• Spelling CVC words</li> <li>• Writing Ph2 sounds</li> <li>• Write some irregular common words</li> <li>• Beginning to write simple captions&gt;sentences</li> <li>• Writing our wishes for the future (NY/CNY)</li> </ul>   | <ul style="list-style-type: none"> <li>• Spelling CVC words containing digraphs</li> <li>• Writing simple sentences (fairy tales)</li> <li>• Writing Mother's Day cards</li> <li>• Writing book reviews</li> </ul>  | <ul style="list-style-type: none"> <li>• Form capital letters</li> <li>• Writing sentences</li> <li>• Reading back our sentence to check it makes sense</li> <li>• Creating our own mini fact books on minibeasts</li> </ul>   | <ul style="list-style-type: none"> <li>• Form capital letters correctly</li> <li>• Writing sentences using a capital letter and a full stop</li> <li>• Reading back writing to check makes sense</li> <li>• Writing Father's Day cards</li> <li>• Writing dreams and goals for year one and read to Y1 teacher</li> </ul>   |

| Term                                | Autumn  |   | Spring   |  | Summer  |   |
|-------------------------------------|---|---|--|--|---|---|
| <b>Mathematics</b>                  | <p><b>Getting To Know You:</b> Baseline</p> <p><b>Just Like Me!</b></p> <ul style="list-style-type: none"> <li>Match and sort</li> <li>Compare amounts</li> <li>Compare size, mass &amp; capacity</li> <li>Exploring pattern</li> </ul> <p><b>It's Me 123!</b></p> <ul style="list-style-type: none"> <li>Representing, comparing &amp; composition of 1,2 &amp; 3</li> <li>Circles &amp; triangles</li> <li>Positional language</li> </ul> | <p><b>It's Me 123!</b> Cont</p> <p><b>Light and Dark</b></p> <ul style="list-style-type: none"> <li>Representing numbers to 5</li> <li>One more and less</li> <li>Shapes with 4 sides</li> <li>Time</li> </ul> <p><b>Consolidation</b></p>  | <p><b>Alive in 5!</b></p> <ul style="list-style-type: none"> <li>Introducing zero</li> <li>Comparing numbers to 5</li> <li>Composition of 4 &amp; 5</li> <li>Compare mass(2) &amp; capacity(2)</li> </ul> <p><b>Growing 6,7,8</b></p> <ul style="list-style-type: none"> <li>6,7 &amp; 8</li> <li>Making pairs</li> <li>Combining 2 groups</li> <li>Length &amp; Height</li> <li>Time</li> </ul>                         | <p><b>Building 9 and 10</b></p> <ul style="list-style-type: none"> <li>9 &amp; 10</li> <li>Comparing numbers to 10</li> <li>Bonds to 10</li> <li>3D-shape</li> <li>Pattern (2)</li> </ul> <p><b>Consolidation</b></p>  | <p><b>To 20 and Beyond</b></p> <ul style="list-style-type: none"> <li>Building Numbers</li> <li>Beyond 10</li> <li>Counting Patterns</li> <li>Beyond 20</li> <li>Spatial Reasoning (1)</li> </ul> <p><b>First then Now</b></p> <ul style="list-style-type: none"> <li>Adding More</li> <li>Takeaway Away</li> <li>Spatial Reasoning (2)</li> <li>Compose &amp; Decompose</li> </ul> | <p><b>Find my Pattern</b></p> <ul style="list-style-type: none"> <li>Doubling</li> <li>Sharing &amp; Grouping</li> <li>Even and Odd</li> </ul> <p><b>On the Move</b></p> <ul style="list-style-type: none"> <li>Deepening Understanding</li> <li>Patterns &amp; Relationships</li> <li>Spatial Reasoning (4)</li> <li>Mapping</li> </ul> <p><b>Consolidation</b></p>                |
| <b>Understanding of the World</b>   | <ul style="list-style-type: none"> <li>Talk about past &amp; present events in own lives &amp; lives of family (Chatterbox Friday).</li> <li>Create a family tree</li> <li>Discuss similarities &amp; differences between people.</li> <li>Observe changing seasons. Commenting on the changes that we notice (decay)</li> <li>Look into different occupations (someone to visit e.g. police officer etc.)</li> </ul>                       | <ul style="list-style-type: none"> <li>Discuss family customs and routines</li> <li>Observe the changing seasons. Commenting on the changes that we notice.</li> <li>Talk about past and present events in their own life and in the lives of family members</li> </ul>                         | <ul style="list-style-type: none"> <li>Map work-find Mayland on Google Maps and name the different locations in the local area</li> <li>Describe how we get to school</li> <li>Discuss the differences between the homes in the local area and further afield.</li> <li>Observe the changing seasons. Commenting on decay and new growth.</li> </ul>   | <ul style="list-style-type: none"> <li>Observe the changing seasons. Commenting on new growth.</li> <li>Explore the lives of different fairy tale characters. Where do they live? Which type of environment do they live in? Is the book set in the past? Discuss what it must have been like in the past.</li> </ul>  | <ul style="list-style-type: none"> <li>Observe the changing seasons. Commenting on new growth/ new life.</li> <li>Find out about different Minibeast environments.</li> <li>Making our own bug hotels and learning how to look after living things (gentle giants).</li> </ul>  | <ul style="list-style-type: none"> <li>Explore the natural world, observing and describing the world around them</li> <li>Observe the changing seasons Commenting on new growth.</li> </ul>   |
| <b>Expressive Arts &amp; Design</b> | <p><b>Introduction to observational drawings:</b> pencil self-portraits.</p> <p><b>Explore:</b> Draw what you see, use a mirror, take pencil for a walk, shapes and lines.</p> <p><b>Discuss</b> – Adult model, demonstrate and discuss the process at each stage.</p> <p><b>Artists</b>- What is an Artist? Look the work of different realism portrait artists.</p>   | <p><b>Observational drawings:</b> based on interest</p> <p><b>Explore:</b> different tool types/sizes and use of colour.</p> <p><b>Discuss</b> – Share creation in key worker group.</p> <p><b>Artists</b>- Jackson Pollock (American)<br/>Frank Bowling (Guyanese), George Seurat (French)</p> | <p><b>Observational drawings:</b> based on interest whilst listening to different music.</p> <p><b>Explore:</b> emotive pieces of art &amp; colour. How does art make us feel from an artist's perspective &amp; observer.</p> <p><b>Discuss</b> – Share creation and give opinions on their own work in key worker group.</p> <p><b>Artists</b>- Kandinsky (Russian), Picasso (Spanish), Georgia O'Keefe (American)</p> | <p><b>Observational drawings:</b> based on interest &amp; paint self-portraits</p> <p><b>Explore:</b> colour mixing shades of individual colours and different skin tones.</p> <p><b>Discuss</b> – (Austin butterfly) Listen &amp; give opinions on own &amp; others work in group.</p> <p><b>Artists</b>- Van Gough (Dutch), Lynette Yiadom-Boakye (British), Marc Chagall (Russian-French)</p> | <p><b>Observational drawings:</b> based on interest &amp; in nature.</p> <p><b>Explore:</b> rubbings (natural objects) &amp; using natural resources to create images, patterns and sculptures</p> <p><b>Discuss</b> – Respond to others opinions and refine work.</p> <p><b>Artists</b> - Andy Goldsworthy (English), Spencer Byles (English), Raku Inoue (Japanese)</p>           | <p><b>Observational drawings:</b> based on interest</p> <p><b>Explore:</b> manipulating malleable materials to create 3D sculptures– mud, playdough, salt dough, clay</p> <p><b>Discuss</b> – Explain changes.</p> <p><b>Artists</b> - Sculptures from around world e.g. Stature of Liberty, Angel of the North, Christ the Redeemer, The Great Sphinx, The ArcelorMittal Orbit</p> |
|                                     | <p><b>Charanga - Me!</b></p> <ol style="list-style-type: none"> <li>Listen and Respond: different styles of music</li> <li>Explore and Create: voices&gt;instruments</li> <li>Singing - nursery rhymes and action songs</li> <li>Share and Perform</li> </ol>   | <p><b>Charanga - My Stories</b></p> <ol style="list-style-type: none"> <li>Listen and Respond: different styles of music</li> <li>Explore and Create: voices + instruments</li> <li>Singing - nursery rhymes and action songs</li> <li>Share and Perform</li> </ol>                             | <p><b>Charanga - Everyone!</b></p> <ol style="list-style-type: none"> <li>Listen and Respond: different styles of music</li> <li>Explore and Create: voices + instruments</li> <li>Singing - nursery rhymes and action songs</li> <li>Share and Perform</li> </ol>   | <p><b>Charanga - Our World</b></p> <ol style="list-style-type: none"> <li>Listen and Respond: different styles of music</li> <li>Explore and Create: voices + instruments</li> <li>Singing - nursery rhymes and action songs</li> <li>Share and Perform</li> </ol>   | <p><b>Charanga - Big Bear Funk</b></p> <ol style="list-style-type: none"> <li>Listen and Appraise: different funk music</li> <li>Explore and Create: voices + instruments</li> <li>Sing and play: 'Big, Bear, Funk</li> <li>Share and Perform</li> </ol>  | <p><b>Charanga - Reflect, Rewind, Replay</b></p> <ol style="list-style-type: none"> <li>Listen and Appraise: different pieces of music</li> <li>Explore and Create: voices + instruments</li> <li>Sing and play: revisit</li> <li>Share and Perform</li> </ol>  |