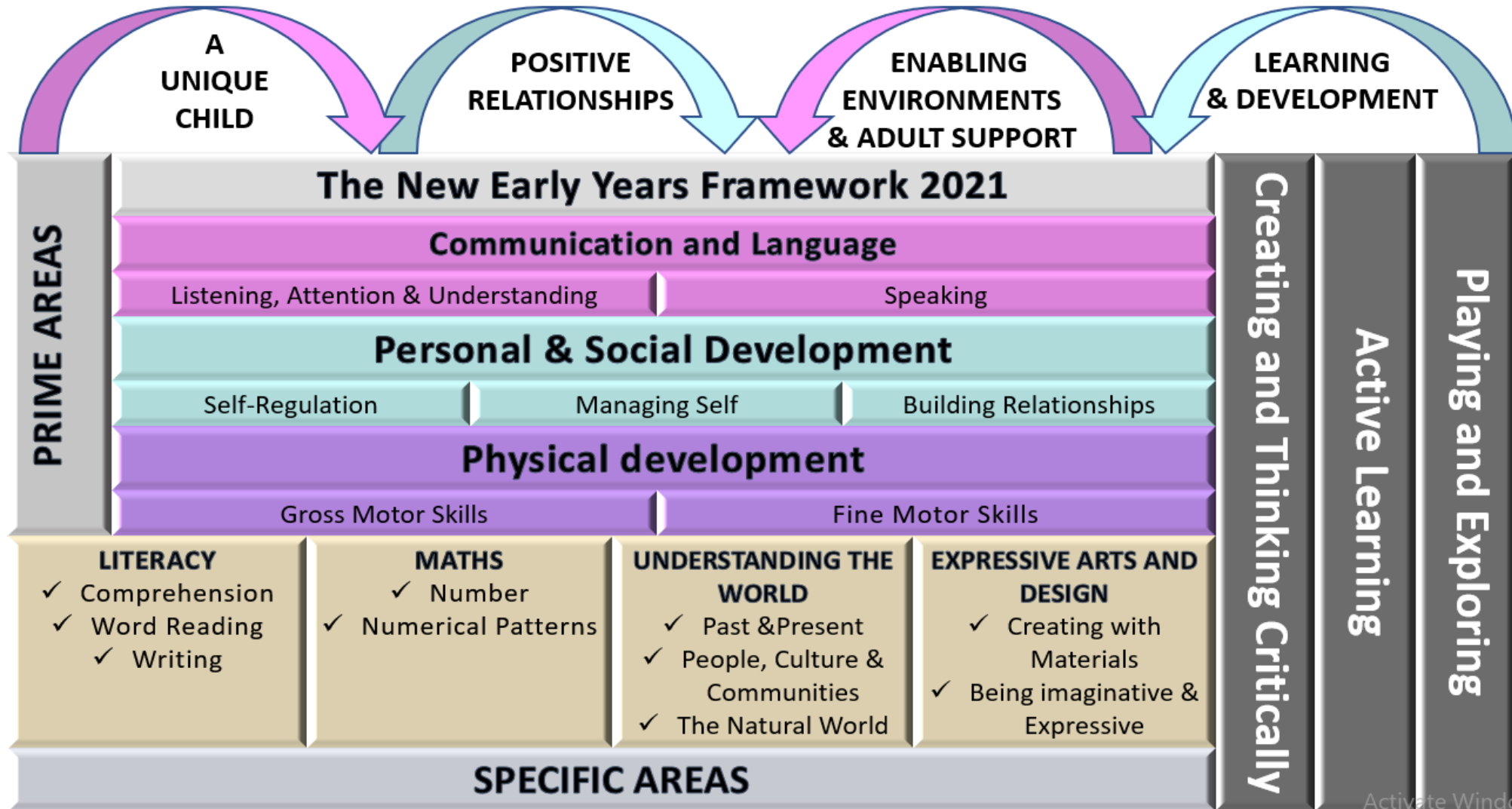


Astley St Stephen's EYFS Curriculum



EYFS – Intent, Implementation and Impact Statement

As a welcoming and inclusive family school we will embrace all members of our community. St. Stephen's will strive to foster an enriched love of learning embodied in the Word of Christ by celebrating and nurturing a child's full potential, for we believe that **Jesus Christ is the Light of the World. The light shines in the darkness and the darkness has not overcome it. (John 1:5)**

Mission Statement: St. Stephen's is rooted in Christian faith and committed to excellence: encouraging staff to excel, pupils to flourish, and all to feel secure, valued and loved.

INTENT

At St Stephen's school, we truly believe that each child is unique, and we welcome and celebrate diversity in all forms within our school. We believe that all children will thrive in a place that they feel is nurturing, loving and safe and all we do in Early Years underpins this. Our ambitious curriculum is crafted to reflect the interests, prior learning and current needs of our children, whilst also ensuring we follow the statutory framework and guidance detailed in the EYFS framework and effectively prepare our children for life in Year 1 and beyond!

We endeavour to provide a broad and balanced Early Years curriculum that is based on first hand experiences and purposeful interactions, that is led by 'in the moment planning' opportunities as well as carefully planned adult or child-initiated activities. Our experienced and enthusiastic staff aspire to make the child's first experience of school happy, positive and fun by fostering a love of learning and developing enquiring minds.

We firmly value the Characteristics of Effective Learning and strongly promote the development of skills such as independence, curiosity, resilience and confidence from the moment each child joins St Stephen's. Through therapeutic teaching approaches, we endeavour to support and develop the emotional literacy and well-being of all children in our care. We recognise that parents are their child's first and foremost educators and so work hard to build positive relationships and work in partnership with families, carers and professionals to support every child to develop and learn to their full potential.

IMPLEMENTATION

Our policy on teaching and learning defines the features of effective teaching and learning throughout our school. These features equally apply to teaching and learning in the EYFS.

Within the EYFS the development of a holistic learner is recognised based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, our Christian faith, our school values and to the natural world.

Teaching in the EYFS:

- Has a carefully planned curriculum which aims for all children to achieve the Early Learning Goals by the end of the EYFS.
- Involves creating adult and child-initiated opportunities that will encourage children to explore, create, investigate, rehearse, practise, repeat and discover
- Involves developing Characteristics of Effective Learning
- Uses a multi-sensory, play-based approach
- Shows awareness of the different ways and rates by which children develop and learn; that there are many factors affecting achievement including ability, emotional state, age and maturity, and how this informs teaching strategies.
- Has a high expectation of children's behaviour and attainment.
- Recognises the importance of emotional well-being.

Learning in the EYFS

- Through a comprehensive induction programme from a pre-school setting/home to Reception, we ensure prior learning and development is valued and the transition into school is supported.
- We encourage cross-curricular links to ensure a seamless transition into Key Stage One by building on previous experiences and planning those for the future. In the EYFS children are learning when they: -
 - Collaborate and learn from one another through shared experiences
 - Are supported to set their own challenges in their physical environment and in their learning
 - Access resources independently
 - Use their senses to explore and investigate

Play in the EYFS

We highly value play and the learning it brings in itself. Anyone who has observed play for any length of time will recognise that, for young children, play is a tool for learning.

Through play, children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules thereby developing emotional resilience and self-regulation.

Children have the opportunity to think creatively and problem solve alongside others. They express fears or relive anxious experiences in controlled and safe situations as well as re-enact positive experiences building self-awareness and self-esteem.

Inclusion in the EYFS

In consultation and working collaboratively with parents/guardians, we aim to provide bespoke opportunities for children who may experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development in line with the Special Educational Needs (SEN) Code of Practice (2014) and the school's SEN/Inclusion Policy.

We aim to meet the needs of all our children by: -

- Setting realistic and challenging expectations. We aspire for all children to achieve the Early Learning Goals by the end of the EYFS. We achieve this by planning for different learning styles, children with special educational needs, children who are more able, children with disabilities or medical needs, children from all social and cultural backgrounds as well as children with diverse linguistic backgrounds.
- Providing a safe and supportive learning environment in which the contributions of all children are valued.
- Using resources, which reflect diversity and are free from discrimination and stereotyping which all children have equal access to.
- Monitoring children's progress and providing support where necessary, within the resources available to the school.
- Providing specific targets detailed in Individual Support Plans (ISP) and following external therapy or support programmes of work such as Speech and Language
- Working collaboratively with families or carers and other professionals such as Speech and Language Therapists and Educational Psychologists.

The EYFS Curriculum

The EYFS is statutory and is important in its own right as a basis for developing essential skills such as listening, speaking, persistence and collaborating with each other. The three prime areas cover the knowledge and skills which are the foundations for future progress, and which are applied and reinforced by the specific areas. All areas of learning are equally important and are interlinked.

The Development Matters and Birth to 5 documents help to guide our long term planning together with the termly topics. In Reception, activities are planned around the children's current needs, schemas and interests to ensure all areas of the EYFS curriculum are embraced.

Medium term planning identifies the intended learning outcomes and takes into account children working at the exceeding level.

Weekly Planning focuses on day-to-day organisation of activities. It takes into account that children's learning is not necessarily sequential and that they may need time to consolidate, repeat and extend their learning in their own way. All planning is evaluated on an on-going basis and adapted in response to the children's needs and interests.

The Environment and Resources in the EYFS

A rich and varied 'enabling' environment is actively planned for and continuously developed with varied multi-cultural and inclusive resources to encourage exploratory play-based learning and challenge. The learning environment encompasses both indoor and outdoor provision, which are of equal importance. Children are encouraged to experience all areas of the learning environment in all weathers. We encourage children to plan their own selection of activities balanced with adult initiated activities.

IMPACT

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception. We do this in the following ways:

- Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace.
- Summative assessment compares children's attainment to age related expectations using Development Matters. This is tracked to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND or who are disadvantaged.
- Assessment judgements are moderated both in school and externally with local schools.

Baseline

Prior to children starting, staff spend time speaking to the child's parents and previous settings to gain an understanding of the whole child and where they are at. During the first half term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.

The following baseline assessments are also carried out:

- The RBA (Statutory Reception Baseline Assessment) - This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.
- Ongoing Observation - All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / mark-making.

Assessment

- School assessment activities - These activities are simple tasks undertaken on a one-to-one basis with the child and an EYFS practitioner. The purpose is to ascertain children's attainment against the Development Matters learning intentions at various points throughout the school year.
- Phonic assessments are carried out every term to identify pupils that are not making expected progress.
- EYFS profile is completed at the end of the Reception school year, where teachers judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.

Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects - both core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes (Cycle A)	All About Me!	Terrific Tales	Amazing Animals	Pirates	Dinosaurs	Superheroes
Book links	<u>Peace at last</u>	<u>The Three Little Pigs</u>	<u>Let's All Creep Down Crocodile Creek</u>	<u>The Pirates Are Coming!</u>	<u>Gigantosaurus</u>	<u>Supertato</u>
General themes (Cycle B)	People Who Help Us	Minibeasts	Ticket to Ride	Families	Under the Ocean	Fun at the seaside!
Book links	<u>The Gingerbread Man</u>	<u>I'm Going To Eat This Ant</u>	<u>Naughty Bus</u>	<u>The Journey Home</u>	<u>The Whale Who Wanted More</u>	<u>The Sea Saw</u>
Value links	Friendship	Courage	Joy	Compassion	Wisdom	Resilience
Enrichment Opportunities	Visit from people who help us – Cycle B Making gingerbread Dressing up theme day –Teddy and PJ/ people who help us What I want to be when I grow up – video for parents	Remembrance Day Diwali Children in Need	Chinese New Year Day – dancing and food tasting Valentines' day LENT Food tasting	Reception: Hatching Eggs – Cycle B World Book Day celebrations Easter Egg Hunt Pirate Day	Reception: Hatching Eggs – Cycle A Fossil hunting	Visit from real life superheroes – Cycle A Ice cream on the lawn
Assessment opportunities	In-house – Baseline, National Baseline, Phonics, CLL and Maths assessments, Key word assessments, EYFS team meetings, Parents evening info, Nursery Wellcomm communication and language assessments	On going assessments, Pupil progress meetings, EYFS team meetings, In house moderation, End of term Assessments (progress from in-house baseline), Phonics, CLL and Maths assessments, Key word assessments, interim reports	GLD Projections for end of year, In house moderation, EYFS team meetings, Phase meeting and internal moderations, Nursery Wellcomm communication and language assessments	Pupil progress meetings, Parents evening info, EYFS team meetings, End of term Assessments (progress from in-house baseline), Phonics, CLL and Maths assessments, Key word assessments	Consortia moderation (if appropriate), EYFS team meetings	Pupil progress meetings, End of year reports, Phonics, CLL and Maths assessments, Key word assessments, EYFS team meetings End of year data Completion of EYFS profile, Nursery Wellcomm communication and language assessments
Parental Involvement	Welcome meeting Family worship Dojo photos Stay and play	Nativity, Parents evening, Dojo photos	Family worship Dojo photos	Parents Evening Phonics family workshop Dojo photos	New starter meetings, Family worship Dojo photos	Sports Day, Transition sessions, stay and play Dojo photos

Early Years Foundation Stage (Cycle A & B)

		Nursery			Reception		
Area of Learning		Autumn	Spring	Summer	Autumn	Spring	Summer
Communication and language		<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	<p>Listening, attention and understanding</p> <p>Speaking</p>	<ul style="list-style-type: none"> Welcome to Nursery. Settling in activities. Playing alongside others and starting to make friends. Show an interest in the lives of other people. Respond to own name and change activity when encouraged. Use everyday words to talk about people. Follow simple instructions with visuals. Listen and respond to adults and peers. Follow two-step simple instructions with visuals. Concentrate for slightly longer periods on the carpet and in the continuous provision. Join in with a small group sessions. Remember and join in with stories, rhymes and songs. Join in with the repeated lines and refrains in stories. Show and Tell – talking to a group about something of interest. Concept Cat ELS – Phase 1 	<ul style="list-style-type: none"> Speak in 2/3/4-word sentences. Understand more simple questions and answer appropriately. Express desires, feelings and needs. Begin to hold two-way conversations with adults and peers begin to understand and ask why and how questions. Follow two-step simple instructions with and without visuals. Remember and use new words. Engage in imaginary role-play sometimes building stories around objects and toys. Join in with the repeated lines and refrains in stories. Show and Tell – talking to a group about something of interest. Concept Cat ELS – Phase 1 – introduce GPCs. 	<ul style="list-style-type: none"> Explain own thinking/ideas. Describe the story settings and characters. Use language as a powerful means of widening contacts and sharing feelings Communicate effectively with my peers and adults. Follow three-step simple instructions, sometimes without visuals. Anticipate key events in stories. Take turns in small groups. Ask simple questions and wait for a response. Show and Tell – talking to a group about something of interest Concept Cat ELS – Phase 1/Phase 2. 	<ul style="list-style-type: none"> Welcome to Reception Settling in activities, Making friends Children talking about experiences that are familiar to them Show an interest in the lives of other people Follow instructions Develop vocabulary, retelling stories Listening and responding to stories Takes part in discussion Understand how to listen carefully and why listening is important. To be able to understand how to listen carefully and know why it is important To begin to understand how and why questions To be able to talk in front of small groups and their teacher offering their own ideas Word Aware 	<ul style="list-style-type: none"> Develop vocabulary Using language well Ask how and why questions Retell a story with story language Remember key points from a story Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. articulate my ideas and thoughts into well-formed sentences Ask questions to find out more To be able to ask questions to find out more To retell a story and follow a story without pictures or props To talk in sentences using conjunctions e.g. and, because To engage in non-friction books and to use new vocabulary in different contexts Word Aware 	<ul style="list-style-type: none"> Recount an event Learn and recite, poems and songs Listen to, engage in and talk about non-fiction Describe events in some detail Talk about similarities and differences between things in the past and now Talk about experiences at different points in the school year To be able to understand a question such as who, what, where, when, why and how To be able to have conversations with adults and peers with back and forth exchanges To use talk to organise, sequence and clarify thinking, ideas, feelings and events To be able to talk in sentences using a range of tenses Word Aware

Early Years Foundation Stage (Cycle A & B)

		Nursery			Reception		
Area of Learning		Autumn	Spring	Summer	Autumn	Spring	Summer
Personal, Social and Emotional Development	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>						
	<p>POL-ED during key points in the year (Nursery/Reception) Heart Smart - Nursery THINK EQUAL SCHEME – Reception (throughout the year)</p>						
	Building Relationships	<ul style="list-style-type: none"> Forming good relationships with peers and adults Learning to adapt to new environments. Circle time whole group and in key worker groups – get to know each other. Introduce 'Herbie' and 'Herbie's Diary' to the children. Proud Clouds Star of the Week Dojo Prize winner Sharing and turn-taking games in small groups. Modelling play in continuous provision. 	<ul style="list-style-type: none"> Sharing and playing co-operatively. Developing greater friendships. Begin to talk about others and their feelings. Circle time – begin to explore feelings in more detail and how others feel. Taking turns to speak in a circle, listening to other's answers. 	<ul style="list-style-type: none"> Sharing and playing co-operatively. Developing greater friendships. Begin to talk about others and their feelings. Circle time – begin to explore feelings in more detail and how others feel. Taking turns to speak in a circle, listening to other's answers. 	<ul style="list-style-type: none"> Circle Time (Getting to know our new friends) Playing co-operatively (taking turns) Forming positive relationships and new friendships To seek support from adults and gain confidence to speak to peers and adults 	<ul style="list-style-type: none"> Begin to share opinions in circle time and carpet time Show sensitivity to other needs and feelings Encouraging children to play with new friends. To be able to use taught strategies to support turn taking To listen to the ideas of other children and agree on a solution and compromise 	<ul style="list-style-type: none"> Increasing ability to take account of one another's ideas Share own opinions with others Transition to Year 1 (meeting new staff members) To work as a group To be able to have confidence to communicate with adults around the school
Self Regulation	<ul style="list-style-type: none"> To be able to separate from main carer. Class rules Give me 5 Asking adults for help – widget symbols. Select own resources Learn new rules and routines. Learn about feelings through stories - The Colour Monster. introduce 'Zones of Regulation'. Heart Smart Modelling calming techniques – cosmic kids' yoga, stories, sensory grab bag. Calm time. 	<ul style="list-style-type: none"> Confident to talk about home and community to adults. To know our rules - help us keep happy and safe. Follow rules, routines and transitions more independently, with visual support and prompts as needed. Accessing the calm area as needed. Talk about feelings using visual prompts and selecting calming techniques independently. Heart Smart. 	<ul style="list-style-type: none"> Confident to talk about home and community to adults. To know our rules - help us keep happy and safe. Follow rules, routines and transitions more independently, with visual support and prompts as needed. Accessing the calm area as needed. Talk about feelings using visual prompts and selecting calming techniques independently. Heart Smart. 	<ul style="list-style-type: none"> Learning the rules and routine of the classroom and behaviour expectations Explore how we show feelings – Zones of Regulation (throughout the year) To be able to follow one step instructions, recognise different emotions and focus during short whole class activities To talk about how they are feeling and to consider others feelings 	<ul style="list-style-type: none"> Learning more about the consequences of some behaviours Work as a group to understand & follow rules To be able to focus during longer whole class lessons To identify and moderate their own feelings socially and emotionally 	<ul style="list-style-type: none"> Find own self-regulation strategies – develop our toolkits To be able to control their emotions using a range of techniques To be able to follow instructions of three steps or more Transition to Year 1 	

Early Years Foundation Stage (Cycle A & B)

		Nursery			Reception		
Area of Learning		Autumn	Spring	Summer	Autumn	Spring	Summer
Personal, Social and Emotional Development	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>						
	<p>POL-ED during key points in the year (Nursery/Reception) Heart Smart - Nursery THINK EQUAL SCHEME – Reception (throughout the year)</p>						
	Managing Self	<ul style="list-style-type: none"> Forming good relationships with peers and adults Learning to adapt to new environments. Circle time whole group and in key worker groups – get to know each other. Introduce 'Herbie' and 'Herbie's Diary' to the children. Proud Clouds Star of the Week Dojo Prize winner Sharing and turn-taking games in small groups. Modelling play in continuous provision. 	<ul style="list-style-type: none"> Sharing and playing co-operatively. Developing greater friendships. Begin to talk about others and their feelings. Circle time – begin to explore feelings in more detail and how others feel. Taking turns to speak in a circle, listening to others' answers. 	<ul style="list-style-type: none"> Learn about healthy food and drink choices To know the importance of tooth brushing and brushing teeth in nursery with support. To become more independent when following rules. To build confidence in new situations and environments. Confident in putting own shoes, wellies and coats. Helping others with their coat zips. 	<ul style="list-style-type: none"> To have the confidence to try new activities. To know when they need help and to show confidence in asking for help. Managing own basic hygiene and needs such as putting on own coat Making own snack choices and cleaning up after themselves To wash hand independently To understand the need to have rules 	<ul style="list-style-type: none"> To express likes and dislikes of activities Talk about what they are good at and what they could better at Confident to speak in a group Looking at ways to keep healthy and safe (healthy eating too) Health, wellbeing, physical activity Healthy eating, screen time, toothbrushing and sleep To begin to show resilience and perseverance in the face of challenge 	<ul style="list-style-type: none"> Talk about ideas & choose resources needed for chosen activities Adjust behaviour to different situations Looking after teeth and hands To manage own basic needs independently To be able to show a 'can do' attitude To understand the importance of healthy food choices

Early Years Foundation Stage (Cycle A & B)

		Nursery			Reception		
Area of Learning		Autumn	Spring	Summer	Autumn	Spring	Summer
Physical Development		<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. .</p>					
	Fine Motor	<ul style="list-style-type: none"> Begin to use one handed tools and equipment e.g. pencil, scissors, various fine motor tools. Explore various new activities relating to fine motor development. Hold a pencil (fisted/digital pronate grip) to make marks. Do up large buttons Turn the pages in a book, with support as needed. Fit the pieces of a puzzle together Pick up tiny objects using a fine pincer grasp. 	<ul style="list-style-type: none"> Show preference for a dominant hand Use fine motor tools with more control e.g. tweezers, pegs. use tools effectively in playdough (e.g.: cutters/rollers) take off and put on my own shoes (not laces) Begin to zip own coat show increasing control over tools like pencils and crayons. Use tools for mark making with control. Grip using five fingers or preferably two fingers and thumb for control. 	<ul style="list-style-type: none"> Continue to use fine motor tools with more control. Continue engaging in activities to develop fine motor skills linked to topic and interests. use a 4-finger grip to hold a pencil. Use pincers, tweezers and threading equipment with increasing control and confidence.. Use scissors effectively to cut straight lines in paper. Use 3 fingers (tripod grip) to hold a pencil. 	<ul style="list-style-type: none"> Begin to use tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures Using scissors in a range of exciting ways (spaghetti cutting etc). Fine motor activities linked to topic. threading, cutting, weaving, playdough. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Taking shoes off and putting them on. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Teach and model correct letter formation. 	<ul style="list-style-type: none"> Fine motor activities linked to topic. Threading, cutting, weaving, playdough. To handle scissors, pencil and glue effectively Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / zip/ Cutting with scissors. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. Able to use cutlery appropriately 	<ul style="list-style-type: none"> Fine motor activities linked to topic. Hold scissors correctly and cut out small shapes Threading, cutting, weaving, playdough. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle. Form letters correctly using a tripod grip Cut a shape out using scissors. Draw pictures that are recognisable. Build things with smaller linking blocks, such as Duplo or Lego.
	Gross Motor	<ul style="list-style-type: none"> Learn about the outdoor environment and how to keep safe. Begin to understand what a space is e.g. PE hall time Begin to catch and throw a large ball. Using large equipment with control e.g. begin to balance on obstacle course. Explore movements in the hall relating to stories. Use large construction to create own structures. Follow whole class dance routines. 	<ul style="list-style-type: none"> Begin to negotiate space and how to move around the areas safely. Play games involving skipping, hopping, standing on one leg. Move freely with confidence in different ways Continue to use large construction to create own structures. Move equipment safely. Continue to develop ball skills. 	<ul style="list-style-type: none"> Experiment with different ways of moving to music. Move in different directions and negotiate space and safety. Play ball games with more control. 	<ul style="list-style-type: none"> To move safely in a space Basic games and finding space (PE) Explore different ways to travel using equipment Creating own structures and balancing structures outdoors. using crates and wooden blocks Explore movements when re-acting stories. 	<ul style="list-style-type: none"> Large movements – scarf dance/dragon dance Large junk modelling Begin to show increasing control To be able to control a ball in different ways, balance on a variety of equipment and climb To jump and land safely from a height Control in large and small movements PE-dance and games Balancing skills 	<ul style="list-style-type: none"> Help to move equipment safely. Safely negotiate space and play a range of team games. Handle tools and equipment effectively and with increasing safety. To move safely with confidence and imagination, communicating ideas through movement To play by the rules and develop coordination PE- sports day games.

Early Years Foundation Stage (Cycle A&B)

		Nursery			Reception		
Area of Learning		Autumn (Cycle A) <u>Peace At Last</u> <u>The Three Little Pigs</u> (Cycle B) <u>The Gingerbread Man</u> <u>The Journey Home</u>	Spring (Cycle A) <u>Let's Creep Through</u> <u>Crocodile Creek</u> <u>The Pirates are coming!</u> (Cycle B) <u>I'm Going To Eat This</u> <u>Ant</u> <u>The Whale Who Wanted</u> <u>More</u>	Summer (Cycle A) <u>Gigantosaurus</u> <u>Supertato</u> (Cycle B) <u>Naughty Bus</u> <u>The See-Saw</u>	Autumn (Cycle A) <u>Let's Creep Through</u> <u>Crocodile Creek</u> <u>The Pirates are coming!</u> (Cycle B) <u>The Gingerbread Man</u> <u>The Journey Home</u>	Spring (Cycle A) <u>Let's Creep Through</u> <u>Crocodile Creek</u> <u>The Pirates are coming!</u> (Cycle B) <u>I'm Going To Eat This Ant</u> <u>The Whale Who Wanted</u> <u>More</u>	Summer (Cycle A) <u>Gigantosaurus</u> <u>Supertato</u> (Cycle B) <u>Naughty Bus</u> <u>The See-Saw</u>
	Literacy		It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)				
Comprehension		<ul style="list-style-type: none"> Fill in missing words from well-known rhymes. Show a preference for books or songs or rhymes. Show enjoyment for stories about familiar people. Hold a book, turn the pages and indicate an understanding of pictures and print, with support as needed. Retell a story using a story map, with support as needed. ELS – phase 1 phonics. 	<ul style="list-style-type: none"> Be aware of the way stories are structured. Show an interest in illustrations and print in books and print in the environment. Describe main story settings, events and principal characters. Make suggestions about what might happen next in a story. Retell a story using a story map, with support as needed. Start to recognise graphemes in books and say appropriate phonemes. 	<ul style="list-style-type: none"> Talk about events and characters in a book. Suggest how a story might end. Describe main story settings, events and principal characters. Tell a story to friends. Retell a story using a story map independently. 	<ul style="list-style-type: none"> Show a preference for a book, song or rhyme Talk about events and characters in a story read to me. Join in with rhymes and stories. I can fill in missing words from well-known rhymes. Independently looks at a book, holding it in the correct way and turning pages Engages and enjoys an increasing range of books of books 	<ul style="list-style-type: none"> Show interest and answer simple questions about the text Use words that to check reading makes sense Demonstrate understanding when talking about what is read Repeat words or phrases to check reading Act out stories using recently introduced vocabulary To be able to talk about characters in the books they are reading 	<ul style="list-style-type: none"> Notice if reading makes sense and looks right. Know what helps us to read. Say rhymes by heart know that illustrations can help make sense of reading. Demonstrate understanding of what has been read by retelling stories and narratives using own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Retell a story using vocabulary influenced by their book Able to answer questions about what they have read

Early Years Foundation Stage (Cycle A&B)

		Nursery			Reception		
Literacy		<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
		Autumn	Spring	Summer	Autumn	Spring	Summer
	Word Reading	<ul style="list-style-type: none"> • join in with rhymes and stories • Identify rhymes. • Begin to identify rhyming words. • Join in with the rhythm of well-known rhymes and songs. • Notice and repeat sounds. • Begin to clap syllables in words. • Begin to orally blend and segment CVC words. • Begin to recognise initial sounds in some words. 	<ul style="list-style-type: none"> • Understand that print has meaning • Hold a book the right way up and turn pages. • Know that print can have different purposes. • know the names of the different parts of a book. • Recognise more rhyming words. • Orally segment and blend more words. • Begin to recognise graphemes in books and corresponding phonemes. Begin to blend simple cvc words. • . 	<ul style="list-style-type: none"> • Know that English text is read from left to right and from top to bottom • Identify signs and symbols in the environment and recall what they mean. • Ascribe meaning to other marks, like on signage • Spot and suggest rhymes. • Count or clap syllables in a word. • Recognise words with the same initial sound, such as money and mother. • Orally segment and blend many different words. • Start to recognise graphemes in books and corresponding phonemes and read simple cvc words. 	<ul style="list-style-type: none"> • Daily Phonics • Handle books correctly and follow print left to right, top to bottom • Locate the title. • Segment and blend words orally. • Recognise words that rhyme. • Link some sounds to letters. • Beginning to blend and segment in order to read vc and cvc words. • Beginning to match spoken word to written word. • Read some Phase 2 words including some tricky words. 	<ul style="list-style-type: none"> • Daily Phonics – differentiated groups • Locate and recall the title. • Read some common harder to read and spell words (Phase2/3). • Link all sounds to letters. • Solve simple words by blending sounds. • Check what they've read makes sense and sounds correct. • Read and understand simple sentences. • Recognise taught digraphs in words and blend the sounds together • Read all Phase 2 words. • Read some of Phase 3 words. 	<ul style="list-style-type: none"> • Daily Phonics – differentiated groups • Read phase 3 words (decodable and tricky). • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with phonic knowledge by sound blending. • Re-read books showing increased accuracy and fluency. • Read longer sentences containing phase 4 words and harder to read and spell words • Read books matching their phonics ability

Early Years Foundation Stage (Cycle A&B)

		Nursery			Reception		
Literacy		<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
		Autumn	Spring	Summer	Autumn	Spring	Summer
	Writing	<ul style="list-style-type: none"> Randomly scribble on the page, sometimes with both hands. Begin to balance when sitting. make connections between actions and the marks being made. Control the marks on the page. Use a range of tools to make marks and show an interest in marks. Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. 	<ul style="list-style-type: none"> Make connections between actions and the marks being made. Control the marks on the page. Use a range of tools to make marks and show an interest in marks. Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. Make connections between actions and the marks being made. Ascribe meaning to marks. Distinguish between the different marks tell an adult what the marks mean. Copy shapes, letter and pictures. Start to form some recognisable letters in their name. 	<ul style="list-style-type: none"> Identify sounds from their own name in other words. Write some or all of their own name. Use some of own print and phonic knowledge in own early writing. Write some letters accurately Write simple cvc words. 	<ul style="list-style-type: none"> Dominant hand, tripod grip, mark making Giving meaning to marks they make Form some letters correctly Name writing Posters, story retelling, story maps, lists, instructions poetry, speech bubbles, character descriptions Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words 	<ul style="list-style-type: none"> Write words representing the sound with a letter/letters Writing simple sentences. Writing short sentences to accompany story maps. Labels and captions Posters, letters, instructions, story retelling, creating own stories, messages. 	<ul style="list-style-type: none"> Writing for a purpose in role play using phonetically plausible attempts at words beginning to use finger spaces. Form lower-case and capital letters correctly Rhyming words. Writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.

Early Years Foundation Stage (Cycle A & B)

		Nursery			Reception		
Area of Learning		Autumn	Spring	Summer	Autumn	Spring	Summer
Expressive Arts and Design		<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	Creating with materials	<ul style="list-style-type: none"> Begin to explore colour and different textures. Use Oil pastels and paint to create a self portrait. Use materials to create autumn pictures e.g. leaves, rubbings, printing Choose colours for a purpose e.g. autumn colours for leaves, fireworks for bonfire. Create rockets using different materials and shapes. Make decorations with salt dough and decorate for Christmas. Make Christmas cards using different materials and textures. 	<ul style="list-style-type: none"> Constructs with a purpose using a variety of materials e.g. a beanstalk for Jack Create winter collages Begin to explore colour mixing. Continue to develop own ideas and explore materials. Represent Chinese writing with different media 	<ul style="list-style-type: none"> Begin to draw and paint with more detail e.g. create a mini beast, draw what you want to be when you grow up. Develop own ideas and combine materials e.g. a home for a minibeast. Explore clay and make mini beasts Choose appropriate colours. e.g. uniforms Explore colour mixing and talk about colours created. 	<ul style="list-style-type: none"> Observation drawings of teddy bears and real bears Paintings of teddy bears Making playdough teddy bears Re-telling story using props. Exploring paint and colour mixing creating observations of fireworks Exploring powder paint (fireworks) Printing (poppy representations) Creating representations of poppies using various materials Creating Henna patterns Creating Rangoli Patterns using cotton-buds technique Making Christmas Card Experimenting with different textures 	<ul style="list-style-type: none"> Selecting materials for a particular task Building Castles using various construction blocks and materials Making a fire breathing dragon using various materials Creating realistic dragon fossils using salt dough then decorating them with paint Printing a cherry blossom tree using paint Creating representations of cherry blossom trees using creative materials Moving in rhythm and time to music Creating Chinese symbols with pens and paints Creating own treasure maps and message in a bottle Making telescopes Creating 3D treasure maps and looking at techniques that can be used to create 3D art. Using nature and strips of fabric to weave flag Safely explore different techniques for joining materials 	<ul style="list-style-type: none"> Explore and use a variety of artistic effects to express their ideas and feelings To share creations, talk about process and evaluate their work Designing and making masks 3D junk models Experiment with leaves and other natural products along with muddy paint and wellies (printing)
	Being imaginative and expressive	<ul style="list-style-type: none"> Retell well know traditional story To begin to take part in pretend play and use available props. Explore instruments and the sounds they make. Learn new songs e.g. Music Express linked to topic and interests. Use instruments to accompany a song. Learn and remember the nativity songs with actions 	<ul style="list-style-type: none"> Retell well known traditional story Creates props to support role play Make up own songs and music Create a dragon dance to accompany music. Learn new songs and remember them interests. Play instruments loudly/quietly/fast/ Slow 	<ul style="list-style-type: none"> Act out narratives with their friends Begin to play instruments with increasing control Begin to talk about what they have heard e.g. link to feelings. Move creatively in the hall 	<ul style="list-style-type: none"> Re-telling the story through drama and role play and use of instruments Christmas nativity songs and dances Sing and perform nursery rhymes Experiment with different ways of making sounds 	<ul style="list-style-type: none"> Chinese New Year dance Moving in rhythm and time to music Using musical instruments to represent the dragon dance Re-telling the story of 'The Great Race' for Chinese New Year (masks, role plat etc.) Create narratives based around stories Move in time to movement 	<ul style="list-style-type: none"> Developing a preference for expression Imaginary roles Exploring and re-creating animal sounds/an animal dance Be able to follow a musical pattern Invent their own narratives, stories and poems

Early Years Foundation Stage (Cycle A&B)

		Nursery			Reception		
Area of Learning		Autumn	Spring	Summer	Autumn	Spring	Summer
Understanding the World	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>						
	The Natural World	<ul style="list-style-type: none"> • Changing seasons – observe the environment and how it has changed from summer, then Autumn and Winter.. • Children exploring their world and environment through their senses. • Exploring Autumn – leaf hunt and looking at the natural environment and talking about what they see (link to stories - ‘Leaf Man’, ‘Pumpkin Soup’). • Harvest – learn where vegetables come from and how they grow (Sing ‘Big Red Combine Harvester, watch videos on CBeebies and read Harvest books). • Compare cress and bean seeds (link to Jack and the Beanstalk traditional tale). 	<ul style="list-style-type: none"> • Changing seasons – observe the environment and how it has changed from Winter to Spring. • Through our text - ‘Let’s Creep down to Crocodile Creek’, compare this habitat to cold places (Emperors Egg), and video clips. • Growth and change – Planting vegetable seeds ready to harvest in the Autumn • Use senses to explore the different fruits that grow in South Africa • Exploring different materials and talk about them – coins, wood, water, sand. • Investigate ice through different science experiments. • Technology, search, internet, Antarctica, desert, changes, water, ice, seasons. • Children can describe an animal using science vocabulary – fur, scales, wings, 	<ul style="list-style-type: none"> • Changing seasons – observe the changes that are occurring in Summer and how it has changed from spring. • Showing care and concern for living things learning about different life cycles - Life Cycles - butterflies, caterpillars, chicks. • Children observe the plants and trees around them and how they change. • Fossils – what are they? • Looking after our nursery garden – growing healthy superhero snacks – beans, peas, tomatoes, peppers... What do we need to help our plants to grow? • Explore the sun – telling the time, shadows. 	<ul style="list-style-type: none"> • Changing seasons- Autumn hunts and walks and comparing subtle changes to Winter • Children learn about the seasons and know it is Autumn. • Children talk about the seasons and have some understanding about the changes that happen in the world. • Explore the weather changes- Observations and changes they are observing, completing weather charts. • Children exploring their world and environment through their senses – children can name the 5 senses and know where they’re located on the body and what they are for. • Harvest – learn where vegetables come from and how they grow School’s Harvest festival. 	<ul style="list-style-type: none"> • Changing seasons – observe the environment and how it has changed from Winter to Spring. • Through our text - ‘Let’s Creep down to Crocodile Creek’, compare South Africa to cold places and link to other countries/Climates • Make observations about animals/plants discussing similarities and differences • Growth and change – Planting vegetable seeds ready to harvest in the Autumn – look at what changes to expect and how to care for the growing plants. • Exploring different materials - Floating and sinking (link to Pirate ships) • Chn to create own ship/boat and test it and talk about them. • Where did pirates sail – atlases/globes, seven seas - linking this to The Pirates are Coming! And The Journey Home. 	<ul style="list-style-type: none"> • Changing seasons – observe the changes that are occurring in Summer and how it has changed from spring. • Exploring season of Summer - Explore the sun – telling the time, shadows – link to texts. • Showing care and concern for living things learning about different life cycles and growth - butterflies, caterpillars, chicks. Children learn how and why it is important to care for others and encourage others to do the same. • Hatching our own eggs and learning how to care for them. • Looking at growth and changes of plants and trees – recording this in different ways – observational drawing, science experiments and diaries.

Early Years Foundation Stage (Cycle A&B)

		Nursery			Reception		
Area of Learning		Autumn	Spring	Summer	Autumn	Spring	Summer
Understanding the World	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>						
	The Natural World Continued	<ul style="list-style-type: none"> Observe the seeds growing and learn about how to care for them. Go on Autumn environmental walks and link to ELS phonics phase 1. Exploring vocabulary linked to seasons - Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow. Learn about the word nocturnal and it’s meaning – link to bedtime routines. Weather Observations and changes they are observing. Using torches and dens to explore shadows. Explore different sounds – environmental walks, animal sounds, cuckoo clocks. 	<ul style="list-style-type: none"> Children have an understanding that animals live in different habitats. Taking part in the Great British Birdwatch. Looking at simple maps and linking this to The Pirates are Coming! And The Journey Home. Science experiment – link to teeth brushing – leave for a week and compare changes 	<ul style="list-style-type: none"> Learn vocabulary - Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, earthworm, snail, millipede, butterfly, caterpillar, microhabitats. 	<ul style="list-style-type: none"> Plant winter bulbs in preparation for spring Explore different natural materials we could use to build our own houses. Go on Autumn environmental walks and link to ELS phonics phase 2 sounds we are learning – sun, stem. Exploring vocabulary linked to seasons 	<ul style="list-style-type: none"> Children can describe an animals using science vocabulary – talons, beaks, tusks, claws, horn, trunk, tail, snout, muzzle... Children have an understanding of animal habitats and can describe where they are, what they look like and who lives in them. Taking part in the Great British Birdwatch – recording our results using tally charts. Talk about how well the crocodile and tiger are camouflaged and what the word means. What sort of tracks do mice, rabbits, tortoises and crocodiles leave? 	<ul style="list-style-type: none"> Observing changes to vegetables and plants over time – through drawings and writing. Exploring ‘dragon’ eggs’ and caring for dragon eggs, again link to real life eggs/animals. Explore changes in states – freezing Fossils – what are they? What we learn from fossils. Learn vocabulary - Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, earthworm, snail, millipede, butterfly, caterpillar, sorting animals into different microhabitats.

Early Years Foundation Stage (Cycle A&B)

		Nursery			Reception		
Area of Learning		Autumn	Spring	Summer	Autumn	Spring	Summer
Understanding the World	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>						
	People, Culture and Communities	<ul style="list-style-type: none"> Talking about their family and significant events e.g. Celebrations – Black History Month, Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Hannukah, Christmas, and Nativity. Learn about our school e.g. starting school, class rules and routines, go on a walk around the school building. Compare different types of houses - Through the story ‘The Three Little Pigs’ and Homes. Talk about the features of our own homes. Explore people who help us – Police, Vets through the story – The Three Little Pigs. Exploring seasons and people who help us – Shop Keepers. Looking at places in our local environments - the church, shops, their street, chemist, post office, the park and Dam House. 	<ul style="list-style-type: none"> Explore different cultures and traditions - Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day. World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter Taste food from another culture - China – celebrating Chinese New Year. Exploring seasons and people who help us – Shop Keepers, Cafes, Zookeepers. Inviting guest into school to speak to us about Chinese New Year. Visit from Dental Health Service and looking after our teeth in school, why is it important? Looking at different maps, including Astley, linking this to positional language – next to, on top, underneath, in front, behind.. Linking this to key texts. 	<ul style="list-style-type: none"> Exploring different occupations. Learning about the jobs people do in our school e.g. caretaker, cook, office staff and invite special guests to speak to us. International Museum Day, World Biscuit Day, World Food Safety day. Father's Day , Sports Day, Transition, Assessment 	<ul style="list-style-type: none"> Similarities & differences amongst families’ communities & traditions. Talking about their family and significant events e.g. Celebrations – Black History Month, Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Hannukah, Christmas, and Nativity. Learning about different religions and recognising similarities and difference between themselves, their own religion and that of others. Where we live and compare to another locality (go for a walk and observational drawings of houses). Know features of the immediate environment Know that there are many countries around the world 	<ul style="list-style-type: none"> Exploring Chinese New Year celebrations dancing, food tasting and looking at traditions (comparing to our traditions and Diwali etc) Exploring and learning about China for Chinese New Year Investigate maps, globes, electronic devices that are used to map locality, counties and countries. Create our own pirate maps using real objects, pictures and symbols. Looking at different places around the world – talk about similarities and differences to our own lives. To know that people in other countries speak different languages 	<ul style="list-style-type: none"> Exploring self and own community. Exploring different occupations –real life superheroes e.g. police officers, nurses To know that simple symbols are used to identify features on a map

Early Years Foundation Stage (Cycle A&B)

		Nursery			Reception		
Area of Learning		Autumn	Spring	Summer	Autumn	Spring	Summer
Understanding the World		<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	Past and Present	<ul style="list-style-type: none"> • Talk about a family photo - This is Me. • Create a timeline to show how they have grown from a baby to a child – Growth and Change. • Look at different homes – read the book 'Home' and talk about the features of my own house. • Compare traditional celebrations to modern celebrations- Halloween, Bonfire, Christmas. • Learn about and can comment on fictional/historical figures - from the past – Guy Fawkes. • Learn about how it is celebrated now compared to the past - Christmas • Explore toys from the past and how they work – link to forces – push pull – compare to our toys today – Christmas Lists. • . 	<ul style="list-style-type: none"> ▪ What are pirates? ▪ Pirate pets – parrots and exotic animals compared to domestic pets today. • Pet shops in the past and compare where you can buy animals today and how we look after them in the present. • Read texts related to journeys and talk about different journeys we have been on – draw our journeys to school. • Thinking about holidays/days out we've been on what did we take with us? – make a list. • Look at different modes of transport and look at changes over time – making our own vehicles. 	<ul style="list-style-type: none"> • Show interest in different occupations. How jobs have changed over time. Invite guests into school to talk about their jobs. • Talk about how they have changed and what they can do now that they couldn't do at the start of nursery. 	<ul style="list-style-type: none"> • Talk about a family photo – who lives in my house, extended family, friends and in their community – This is Me. • To know about their own life story and know they have changed • I can retell key events - visits to the dentist, doctors, holidays, days out... • To know some similarities and differences between things in the past and now -compare them to their favourite toys from today – Christmas Lists and Letters to Father Christmas. • Learn how celebrations – Halloween, Bonfire Night and Christmas are celebrated in the present compared to the past. 	<ul style="list-style-type: none"> • Learning about the roles/jobs of pirates • Talk about the lives of people around them • Talk about past and present events in their lives and what has been read to them • Explore famous pirates from the past. • Pet shops in the past and compare where you can buy animals today – introduce the concepts of welfare, conservation, endangered, society's that help animals in the present –RSPCA, WWF, Dogs Trust, Cat Protection... make comparisons to the past, talk about their views. • Read texts related to journeys and talk about different journeys we have been on – draw and label our journeys to school. • Thinking about holidays/days out we've been on what did we take with us? – write a list. 	<ul style="list-style-type: none"> • Explore different animals that are extinct, why has this happened? • To know about the past through settings and characters

Early Years Foundation Stage (Cycle A&B)

		Nursery			Reception		
Area of Learning		Autumn	Spring	Summer	Autumn	Spring	Summer
Understanding the World		<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
	Past and Present	<ul style="list-style-type: none"> I can use words to sequence, e.g., first, then, next, after that, in the end – link this to vocabulary learning in Concept Cat. I show an awareness of morning, dinnertime, afternoon, and evening, using the visual timetable to support this and I can talk about this in relation to myself and my family, nursery routine, weekends. <p>Explore objects from the past- cuckoo clock – Peace at Last, what are they? What are they used for?</p> <p>Why do we need to sleep? Link to nocturnal and bedtime routines. Interactive story telling stories- Three Little Pigs.</p>	<ul style="list-style-type: none"> Read different transport related texts – Naughty Bus, Mrs Armitage on Wheels. Talk about how well the crocodile and tiger hide in the jungle. Look at different animal tracks- can we make different tracks using different materials. Science experiment – link to teeth brushing – leave for a week and compare changes. 	<ul style="list-style-type: none"> Talk about how they have changed and what they can do now that they couldn't do at the start of nursery. 	<ul style="list-style-type: none"> Guy Fawkes – explore what happened in the past and how it is celebrated in the present. I can share my likes and dislikes about historical figures – Guy Fawkes from the past. Talking about the seasons, days of the week, months of the year by using birthdays, calendar, songs and I begin to name these. I can talk about my birthday and how old I am, where I live, my address and events using the present and past tense. Using Word Aware - I understand the terms before and after – my birthday, my age, visual timetables. Explore objects from the past- cuckoo clock – Peace at Last, what are they? What are they used for? Can we design and make our own clocks? Why do we need to sleep? Link to nocturnal and bedtime routines – times of day. Interactive story telling stories- Three Little Pigs – green screen. 	<ul style="list-style-type: none"> Past and present modes of transport and farm machinery and link to school trip to Smithills farm, how different is farming today? Read different transport related texts – Naughty Bus, Mrs Armitage on Wheels. Design and make our own vehicles. Talk about how well the crocodile and tiger are camouflaged and what the word means. What sort of tracks do mice, rabbits, tortoises and crocodiles leave? Science experiment linked to the ‘Selfish Crocodile’- which liquids can affect the shell of an egg? 	<ul style="list-style-type: none"> Discuss and explore the Jurassic era – similarities/differences To know about the past through settings, characters and events