



Salford Priors Church of England Academy

EYFS Curriculum

Our curriculum drivers – Christian Values and Learning Qualities					
FAITH	HOPE	COURAGE	FORGIVENESS	PEACE	GENEROSITY
Resilience	Curiosity / Determination	Curiosity / Determination	Respect / Responsibility	Respect / Responsibility	Resourcefulness

‘Rooted in love and faith – Growing in hope and courage – Thriving in light and harmony’

Rooted	Growing	Thriving
<p>At Salford Priors Church of England Academy, our vision is for all our children to be ‘Rooted, Growing and Thriving’ in conjunction with our stakeholders and local community following the Christian values for life that Jesus taught us. We want our children to know that our community and our school is a special place where we can all feel welcome, safe, supported, valued, and respected in accordance with our school vision, to be ‘rooted in love and faith, growing in hope and courage and thriving in light and harmony’.</p> <p>Our school vision has been formulated in consultation with all stakeholders and is strongly based on Biblical scripture, in particular: Ephesians 3:17-18 ‘May Christ dwell in your hearts through faith, so that you, being rooted and grounded in love, may have strength to comprehend.’</p> <p>We promote high standards of behaviour, supported by our 7 Christian Values of love, faith, hope, courage, peace, forgiveness, and generosity as well as our 7 Learning Qualities of high expectations, resilience, respect, responsibility, resourcefulness, determination, and curiosity. We strive to create a happy, safe, and stimulating environment where children, parents and staff feel valued, rooted within our community and where we help our children to grow and thrive as enthusiastic and caring ‘citizens’.</p>		
Rooted in our Christian values and the characteristics of effective learning (which are also closely linked with the school’s learning values).	Growing children’s schema, making connections, and helping them learn and remember more.	Children thrive in the EYFS through a combination of nurturing relationships, rich learning environments, and individualised, play-based learning approaches. By focusing on



		holistic development and ensuring all children have access to high-quality education and care.
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In Reception we follow the **Primary Knowledge Curriculum** sequenced to build on what they may have been taught at Nursery and as a spring board to lead into learning in Year 1 and beyond (more information can be found in the rationale document for each unit):

All about Me - is a unit that has been sequenced to be taught at the beginning of the Reception year. Thinking about their bodies, the different parts and what they can do, will be built upon in Reception and Year 1 when the children learn about their senses. They will learn about the Human Body every year in KS1 and KS2 Science. Children will build on their understanding of seasonal changes in Reception and Key Stage One in Science.

Transport - builds on children's understanding of journeys from Nursery settings. Moving through the unit, children will learn about transport around the world. This will help children to build an understanding of trade in KS1 and KS2. This unit helps children to build geographical and historical knowledge of places around the world and ways in which people travelled in the past which will contribute to their understanding of geography and history in Key Stage One. The task to design a vehicle will help children to think about designing and making processes that will be built upon in KS1 and KS2 Design Technology.

Space - knowledge from this Reception unit will be built upon in Year 1/2 and in Year 5/6. Knowledge of orbits will help children to understand the seasons which they study in Science in Year 1/2. The disciplinary understanding builds on what children know about palaeontologists and will be built upon in forthcoming units when children learn about botanists in 'Growing and Changing' and in KS1 and KS2 when children learn more about different kinds of scientists, what they do and how they construct knowledge and search for truth within the discipline of science.

Growing and Changing - children will learn that we have four seasons on earth. This potentially builds on knowledge from Nursery and will be reconnected to in Year 1. They will recall that the earth orbits the sun (knowledge they learned in Reception: Space) and will know that when our part of the earth tilts towards the sun we experience summer. Then continuing to think about the idea of change, children will think about the past and how places change over time. This is another opportunity for children to establish an early understanding of chronology, building on their learning from the Autumn unit, Transport, where children learned about transport in the past and how it has changed over time. Knowledge of seeds will be built upon in Year 1 Plants and Year 2 Plants where children learn more about seed dispersal and growth. In KS2 children look at classification of plants and learn more about how plants reproduce. Children learn about how humans grow and change. This knowledge will be built upon when children study the Human Body throughout KS1 and KS2.

Kings and Queens - the conceptual understanding of the monarchy and the government will be returned to throughout the PKC curriculum, particularly in History in KS1 and KS2. Children will begin to understand that the title of King or Queen is passed down through the Royal Family. This concept will be



returned to in Year 1 when children study family trees. Children will learn about King John and the Magna Carta (as well as in Year 1) to sew the seeds that a monarch must follow some rules. The concept of democracy will be returned to throughout the PKC curriculum in subsequent years.

Stories from the Past - Children will study the Ancient Greeks in KS2, they will also study the Abolition of Slavery in History in Year 5 and Africa in Geography in Year 6. Enjoying the stories in the Early Years will help children to connect to other areas of the curriculum in KS1 and KS2.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about Me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
I wonder what makes me unique?	I wonder how vehicles have changed?	I wonder what it's like in space?	I wonder how things grow?	I wonder who the next King will be?	I wonder what stories they told in the past?
My family, my school, my environment, the people around me, people who help us.	Modes of transport now, local transport, early transport including George Stevenson and the Steam Train, local transport in the past, exploring and travelling.	Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station.	Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change.	Our King, coronations, The Magna Carta, Buckingham Palace, London, Locally significant areas in the past.	Oral storytelling, Greek Gods, St George and the Dragon, Myths and Legends.
Focus					
Understanding the World (History, Geography, PHSE)	Understanding the World (Science & Geography)	Understanding the World (Geography & Science)	Understanding the World (Science)	Understanding the World (History and Geography)	Understanding the World (English)
Festivals and Celebrations					



Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day Hallowe'en	Guy Fawkes Remembrance Sunday Diwali St Andrew's Day Advent + Christmas Thanksgiving Hanukah	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Holi Mothering Sunday St Patrick's Day Easter Baisakhi	St George's Day May Day Ramadan	Father's Day Eid ul Fitr Summer Solstice
Trips					
Local fire station, community building, local area.	Transport museum, local attraction with historical transport.	Observatory or local science museum.	Local garden centre, ecological or botanical project or attraction.	Local site of historical interest relating to the Monarchy e.g. a stately home, castle, palace etc.	History museum linking with Greek storytelling (RSC) Church - 'Churches Count on Nature'
Visitors					
Show and tell (Marvellous Me box) – any new born siblings, grandparents Any people who help within the community; police, nurses, fire service etc	Members of the school community who can talk about Hanukah, Passover, Christmas, thanksgiving. Links to local places of worship.	Poets and authors; set up an online or in person interview with a poet or author.	Member of the school community who can talk about Easter- links to local churches	Member of the school community who works in a science-based job role. Musicians (live performance) Local conservation speaker	Performance of theatre/poetry Member of the school community who is a French speaker
Special Events/Parental Engagement					
Roald Dahl day	Children in Need Remembrance Day	World Book Week	Easter bonnet parade Sport Relief	Earth Day Music week	Sports Day Summer fete



Parent workshops: Maths, English, e- safety, home learning (reading, phonics) Harvest at the Church	Black history week Christmas Performance			National Science week	French week Shakespeare fortnight Poetry week Parent meeting for new parents
Key Texts					
The Colour Monster The Colour Monster at School Referenced in UtW Plan: Dan and Diesel by Charlotte Hudson Hari's Box by Juliet Bell Love Makes a Family by Sophie Beer Here We Are by Oliver Jeffers Tree by Britta Teckentrup The Squirrels who Squabbled by Rachel Bright and Jim Field Seasons by Hannah Pang	Referenced in UtW Plan: Naughty Bus by Jan Oke, Duck in the Truck by Jez Alborough, Mrs Armitage on Wheels by Quentin Blake The Wheels on the Tuk Tuk by Kabir Sehgal, Guido's Gondola by Steve Bjorkman and nonfiction books about transport around the world. Mr Gumpy's Motor Car by John Burningham,	Referenced in UtW Plan: Caroline's Comets by Emily Arnold McCulley Look Up by Nathan Bryon Astro Girl by Ken Wilson Max How the Stars came to be by Poonam Mistry The Hunting of the Great Bear (Native American Traditional Story) Additional Suggestions: Cinderella Jack and the Beanstalk Rosie's Walk	Referenced in UtW Plan: The Tiny Seed by Eric Carl Baby Botanist by Dr Laura Gehl Jack and the Beanstalk The Enormous Turnip Baba Yaga (Traditional) Additional Suggestions: The Elves and the Shoemaker Rapunzel Noah's Ark The Easter Story The North Wind and the Sun (Aesop's Fable)	Referenced in UtW Plan: Non-fiction texts- Kings and Queens Zog and Zog and the Flying Doctors by Julia Donaldson The Queen's Hat by Steve Anthony Usborne- Peep inside a castle Additional Suggestions: Jack & the Beanstalk The Ugly Duckling The Princess and the Pea Anansi the Spider (Ghanaian Folk Tale)	Referenced in UtW Plan: Usborne- St George and the Dragon Usborne – Greek Myths for Young Children Additional Suggestions: Little Red Riding Hood The Hare and the Tortoise Alice in Wonderland Robin Hood The Hare and the Tortoise (Aesop's Fable) King Midas and the Golden Touch (Greek Myth)



<p>Additional Suggestions: I am too Absolutely Small for School by Lauren Child Later by Curtis Ackie Owl Babies Little Bear Lost Goldilocks and the Three Bears Where's My Teddy? Ruby's Worry by Tom Percival Peepbo by Janet and Alan Ahlberg A Great Big Cuddle (poetry) by Michael Rosen</p> <p>The Gingerbread Man Goldilocks and the Three Bears The Tiger Child (Indian Traditional Story)</p>	<p>The Cat, The Mouse and the Runaway Train by Peter Bently Shackleton's Journey by William Grill</p> <p>Additional Suggestions: Rosie's Walk The Gruffalo Stick Man Hairy Maclary from Donaldson's Dairy and Hairy Maclary's Bone Where the Wild Things Are The Way Back Home On Sudden Hill by Linda Sarah Tom's Magnificent Machines by Linda Sarah</p> <p>The Three Little Pigs The Billy Goats Gruff The Christmas Story The Story of Diwali How the Leopard got his spots (Aesop's Fable)</p>	<p>The Elephants and the Mice (Indian Folk Tale)</p>			<p>Nonsense Poetry e.g. Spike Milligan, Edward Lear.</p>
<p>Traditional rhymes and poetry</p>					



Baa, baa, black sheep Diddle diddle dumpling Hey diddle diddle Hickory dickory dock Early to bed Georgie Porgie	Little Bo Peep Little Jack Horner Little Miss Muffet One, two, buckle my shoe Star light, star bright Twinkle, twinkle	It's raining, it's pouring Jack and Jill Old King Cole Old Mother Hubbard Rain, rain, go away Sing a song of sixpence	Ladybird, ladybird Tadpole Little boy blue Mary had a little lamb Mary, Mary, quite contrary Old MacDonal had a farm	Humpty dumpty She'll be coming round the mountain The Grand Old Duke of York	Jack be nimble Monday's child See saw, Margery Daw Poetry Week
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Sayings and Phrases

'Well I never! 'A piece of cake' 'An apple a day keeps the doctor away'	'Pull your socks up' 'On cloud nine' 'Don't judge a book by its cover'	'As good as gold' 'As dead as a dodo' 'Let the cat out of the bag'	'As fit as a fiddle' 'Pigs might fly' 'Don't count your chickens before they have hatched'	'mountain out of a molehill' 'It's raining cats and dogs' 'If at first you don't succeed, try, try again'	'A drop in the ocean' 'Better late than never' 'The more the merrier'
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CL Educational Programme and Literacy Educational Programme and ELGs

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, storytelling 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.

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).



CL Listening and Attention - children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

CL Speaking - children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Communication and Language – Listening and Attention/ Speaking - Coverage

<p>Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures.</p> <p>Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games.</p>	<p>Join in with repeated refrains and familiar stories.</p> <p>Follow directions, recognising left and right e.g. in games such as Simon says</p> <p>Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong.</p>	<p>Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space.</p> <p>Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago.</p>	<p>Focus attention in a variety of situations; in small groups, 1:1 and whole class.</p> <p>Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow?</p> <p>Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g.</p>	<p>Describe a pretend object in play-based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre.</p> <p>Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing</p>	<p>Use talk to explain what is happening and anticipate what might happen next e.g. when reading about St George and the Dragon, children might explain what they think might happen to St George.</p> <p>Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc.</p>
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<p>Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc.</p> <p>Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play.</p> <p>Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.</p>	<p>Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about George Stevenson's Rocket and why it was important.</p> <p>Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more.</p>	<p>Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say 'I wonder why...'</p> <p>Share opinions, explaining preferences e.g. My favourite planet is... because...</p>	<p>this plant did not grow well because... This plant grew really well because...</p> <p>Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed.</p> <p>Apply new vocabulary to explain changes noticed in plants.</p>	<p>information they know.</p> <p>Use intonation and rhythm when joining in with stories and rhymes.</p> <p>Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas.</p>	<p>Retell events in order e.g. ordering events from the stories about Greek Gods that they've shared in class.</p> <p>Respond to comments from peers using full sentences, e.g. I agree with ... because...</p> <p>Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.</p>
<p>Progression in reading (Reception Year taken from whole school Reading document)</p>					



In addition, to daily phonics lessons, all children in EYFS access three Reading sessions each week.

Reading sessions use fully decodable texts from the Little Wandle programme that are matched to the progression sequence. Reading books are organised in the same phases of the programme:

- Little Wandle wordless books
- Little Wandle Phase 2
- Little Wandle Phase 3
- Little Wandle Phase 4
- Little Wandle Phase 5 (KS1)

Each reading session focuses on a different reading skill, following the same approach each week:

1. Decoding the text
2. Prosody – reading with meaning, stress and intonation
3. Comprehension – understanding the text.

All reading sessions follow the same structure:

Pre-read, Revisit & Review:

- Revise the graphemes
- Practise reading fluently at least four words from the book
- Revise the tricky words in the book
- Teach the meaning of any unfamiliar vocabulary.

Practise & Apply:

- Practise reading skills of decoding, prosody or comprehension

Review:

- Pacey review of any misconceptions
- Explain what is expected for home reading.

Children take home the book they have read within the sessions to practise at home the following week.

STORY TIME

Children take part in daily story time sessions, where adults share a range of age-appropriate texts including traditional tales, classic and contemporary stories, non-fiction texts and poetry. As children move through the school, children are introduced to longer texts, including short chapter books then



novels by significant authors. Across each year, some texts are matched to English curriculum texts, whilst others are discrete. Texts are read to children by adults who model fluency and expression and use skilful questioning to ensure understanding.

HOME READING


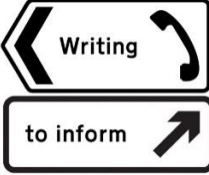
In Reception, children take home two home reading books per week.

One book comes from the validated phonics programme, Little Wandle Letters and Sounds Revised. This book is fully decodable and is an exact match to the children's taught phonic knowledge. Children will have prior experience of reading the book during their three Reading sessions before they take this book home to practise their reading. Children will be able to read these books fully independently. The other book children take home is a 'Sharing Book', a picture book or other text from the school library, which is shared with an adult at home, for example as a bedtime book.

Progression in writing (Reception Year taken from whole school Reading document - area specific not half termly progression)

Progression in writing (Reception Year taken from whole school Reading document - area specific not half termly progression)					
<p>Audience and Purpose</p> <ul style="list-style-type: none"> - talk about what they are going to write about - to orally rehearse their own words and sentences - write for different purposes, including captions, lists, speech bubbles and information - write simple phrases and sentences that can be read by others 	<p>Appropriate and effective vocabulary choices</p> <ul style="list-style-type: none"> - begin to learn new words linked to a story or text - begin to use and apply words through speaking in groups, individually or through play - build word banks as part of a group - with adult support, select from a bank of vocabulary and apply to writing 	<p>Logical sequence</p> <ul style="list-style-type: none"> - Recognise elements of a story: beginning, middle and end - Retell a familiar story 	<p>Sentence construction and grammatical accuracy</p> <ul style="list-style-type: none"> - discuss words or ideas linked to texts children have been learning about - use full sentences orally as part of everyday play, including caption phonic puzzles - write simple phrases and sentences that can be read by others - write for different purposes, including captions, lists, speech bubbles and information 	<p>Spelling</p> <ul style="list-style-type: none"> - write some or all of their first name - begin to write initial sounds as captions for drawings - spell words by identifying the sounds and then representing the sounds with a letter or letters 	<p>Punctuation</p> <ul style="list-style-type: none"> - write short sentences with words with known sound- letter correspondences, using a capital letter and full stop, with adult support - begin to use capital letters, finger spaces and full stops in independent writing - write simple phrases and sentences that can be read by others



<p>Handwriting</p> <ul style="list-style-type: none"> - use a range of small tools competently and confidently - develop the foundations of a handwriting style which is fast, accurate and efficient - begin to use the tripod grip - hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases 	<p>Poetry composition</p> <p>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Purposes of writing</p>  <p>Writing to entertain</p> <p>Story (inc. retellings) Description Poetry</p>	<p>Purposes of writing</p>  <p>Writing to inform</p> <p>Recount Letter Instructions Non- chronological report</p>		
<p>Phonics Coverage – Little Wandle</p>					
<p>s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l.</p> <p>Tricky words- is, l, the.</p> <p>Oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily.</p>	<p>ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, words with -s at the end.</p> <p>Tricky words- as, and, has, his, her, go, no, to, into, she, he, of, we, me, be.</p> <p>Blending CVC sounds, to know that print is</p>	<p>ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, double consonants, longer words.</p> <p>Tricky words- was, you, they, my, by, all, are, sure, pure.</p> <p>Help children to become familiar with</p>	<p>review sounds learnt in Spring 1.</p> <p>Secure spellings of tricky words learnt so far.</p> <p>Help children to read words with two or more digraphs. Reading longer words</p>	<p>review all sounds learnt so far.</p> <p>Working on Phase 4- reading short vowel words (CVCC, CCVC, CCVCC), reading longer words and compound words, root words ending in -ing, -ed, /t/, -ed /id /ed/- est.</p>	<p>review all phase 3 sounds learnt so far.</p> <p>Working on phase 4 graphemes- long vowel sounds (CVCC, CCVC, CCCVC), phase 4 words with -s, /z/ and -es at the end, root words ending in -ing, -ed, /t/, -ed /id /ed/, -ed /d/</p>



<p>This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>read from left to right. Spotting digraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' help children identify the sound that is tricky to spell.</p>	<p>digraphs and trigraphs. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>and words ending in -ing.</p>	<p>Tricky words- said, so have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.</p>	<p>Secure spelling of all taught tricky words so far.</p>
<p>Traditional Tale Focus (to be shared as whole class reads and text map and re enact as a whole class)</p>					
<p>Goldilocks and the Three Bears</p>	<p>Three Little Pigs</p>	<p>Cinderella</p>	<p>Jack and the Beanstalk</p>	<p>The Little Mermaid</p>	<p>The North Wind and the Sun (Aesop's Fable)</p>
<p>Literacy and Drawing Club (Adventure Story, Animation, Traditional Tale)</p>					
<p>Fiction including picture books with familiar settings, relating to families, people who help us. Oral retelling of familiar stories using own words and</p>	<p>Fiction & Non fiction books about transport. Identify and anticipate key events in familiar stories including repeated refrains.</p>	<p>Fiction & Non-fiction texts about space. Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson.</p>	<p>Fiction & Non-fiction texts about how people, animals and plants grow. Labelling e.g labelling seed pots.</p>	<p>Fiction & Non-fiction texts about the monarchy, history etc. Children can annotate pictures of monarchs with speech bubbles and thought bubbles.</p>	<p>Fiction & Non-fiction books about the past. Character profiling; what do we know about St George? Using descriptive language in oral</p>



<p>recently introduced vocabulary.</p> <p>Story language; becoming familiar with phrases like ‘once upon a time’, ‘a long time ago’, ‘lived happily ever after’.</p> <p>Use puppets to retell familiar stories.</p> <p>Poetry; learning and reciting simple poems with rhyme and repetitive language.</p> <p>Initial sounds and simple CVC words in line with Little Wandle.</p> <p>Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on</p>	<p>Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories.</p> <p>Initial sounds and simple CCVC words and more in line with Little Wandle.</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children’s names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p> <p>Focus on letter formation in line with handwriting policy</p>	<p>List writing.</p> <p>Reading words through sound blending as part of Little Wandle.</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children’s names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p> <p>Focus on letter formation in line with handwriting policy</p>	<p>Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall. Letter writing including simple sentences and phrases.</p> <p>Recognise common exception words within Little Wandle. Write simple phrases and sentences.</p> <p>Focus on letter formation in line with handwriting policy.</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children’s names in paint, sand, with water and brushes, with pens, pencils etc.</p> <p>Writing short sentences using</p>	<p>Descriptive sentence writing.</p> <p>Instructions; writing simple instructions for a familiar process in a numbered list.</p> <p>Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide!</p> <p>Create fact books about kings and queens and notice the difference between writing stories and writing information.</p> <p>Role play using newly acquired vocabulary e.g. role play a coronation.</p> <p>Write simple phrases and sentences with phonetically plausible attempts at unknown spellings.</p>	<p>storytelling and in writing.</p> <p>Creating our own stories (orally or written) with a beginning, middle and end.</p> <p>Jumping into the story Settings- what was the character thinking at this point in the story?</p> <p>Instructions; writing numbered lists in a logical order.</p> <p>Nonsense poetry- how authors play with words.</p> <p>Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary .</p> <p>Year 1 readiness *Talk a sentence *Write a</p>
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<p>its side, painting with water onto walls, window paints etc.</p> <p>Focus on letter formation in line with handwriting policy.</p>			<p>growing knowledge of phonics to attempt unknown spellings.</p>	<p>Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc</p>	<p>sentence</p> <ul style="list-style-type: none"> *Use phonics for spelling *Capital letters and full stops *Finger spaces
<p>Sticky Knowledge</p> <ul style="list-style-type: none"> • listen attentively in a range of situations listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or action give their attention to what others say and respond appropriately while engaged in another activity. • follow instructions involving several ideas or actions answer 'how' and 'why' questions about their experiences and in response to stories or events express themselves effectively, showing awareness of listeners' needs use past, present and future forms accurately when talking about events that have happened or are to happen in the future • develop their own narratives and explanations by connecting ideas or events read and understand simple sentences • use phonic knowledge to decode regular words and read them aloud accurately • read some common irregular words demonstrate understanding when talking with others about what they have read • use their phonic knowledge to write words in ways which match their spoken sounds can write some irregular common words write sentences which can be read by themselves and others • spell some words correctly and others that are phonetically plausible • are confident to try new activities, and to say why they like some activities more than others are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities say when they do or don't need help 					
<p>Key Vocabulary</p> <p>Word sentence phonemes digraphs trigraphs read write expression psoidy comprehension blurb title front cover capital letter full stop</p>					
<p>Continuous provision opportunities supporting CL and Literacy</p>					



Role play areas, writing corner and message centre with post box, phonics area, reading garden with props and puppets, stage with props, musical instruments and dressing up clothes, texts displayed in all continuous provision areas to support area focus, key vocabulary and widgets displayed in continuous provision areas, curiosity cube, book voting station.

Please refer to menu of opportunities plans for each half term that support continuous provision planning

Maths Educational Programme and ELGs

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Number - children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Maths

Power Maths

- Shape – 2D and 3D
- Space – spatial awareness

Power Maths

- Measure – compare length, distance, height, weight

Power Maths

- Shape – compose and decompose shapes
- Measure – volume and capacity



	<ul style="list-style-type: none"> Exploring patterns – making simple patterns, exploring more complex patterns 	
<p>Mastering Number Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p>	<p>Mastering Number Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals</p>	<p>Mastering Number Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p>
<p>Key Vocabulary Count, numbers, 1 to 20, order, one more or one less than, number quantities, add, subtract, count on or back, problems, doubling, halving, sharing, size, weight, capacity, position, distance, time, money, patterns</p>		
<p>Sticky knowledge</p> <ul style="list-style-type: none"> count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer solve problems, including doubling, halving and sharing use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems recognise, create and describe patterns explore characteristics of everyday objects and shapes and use mathematical language to describe them 		
<p>Continuous Provision opportunities supporting Mathematics Maths area and working wall, loose parts, telling the time, daily calendar</p> <p><i>Please refer to menu of opportunities plans for each half term that support continuous provision planning</i></p>		
<p>Personal, Social and Emotional Development Educational Programme and ELGs</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, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Self Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationship

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to other’s needs.

PSHE - SCARF

<p>Taking Care Project - Protective Behaviours YR</p>	<p>Valuing Difference Build constructive and successful relationships.</p>	<p>Keeping Safe Seeing themselves as valuable individuals.</p>	<p>Growing and changing Seeing themselves as a valuable individual. Express their feelings</p>	<p>Rights and respect <i>(Looking after a class pet)</i> Seeing themselves as a valuable individual</p>	<p>Taking Care Project - Protective Behaviours YR Being my Best</p>
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<p>Me and My Relationships Seeing themselves as a valuable individual. Express our feelings Manage own needs.</p>	<p>Express feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally Think about the perspectives of others.</p>	<p>Express feelings and consider the feelings of others. Identify and moderate own feelings socially and emotionally. Manage own needs.</p>	<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally Manage their own needs.</p>	<p>Build constructive and successful relationships. Think about the perspectives of others.</p>	<p>Seeing themselves as valuable individuals. Show resilience and perseverance in the face of challenge.</p>
<p>Key Vocabulary Happy, Sad, Gentle, Kind, Friendly, Goal, effort, Proud, satisfaction, Encourage, support, names of body parts, Friend someone you are close to, Lonely sad because one has no friends, Healthy feeling good, Grow change in size, Change make or become different</p>					
<p>Sticky knowledge</p> <ul style="list-style-type: none"> • I can recognise the feelings of happiness and sadness. • I can work with others and consider other people's feelings. • I can use gentle hands and understand it is good to be kind to people • I know how it feels to be proud of something I am good at and understand that everyone is good at different things. • I understand that being different makes us all special and know that we are all different but the same in different ways • I know the names for some parts of my body and understand some foods are healthy and not so healthy for my body. • I know how to go to sleep and that sleep is good for me. • I can tell you about my family • I understand how to make friends if I feel lonely. • I know how to be a good friend and i am starting to understand the impact of unkind words • I can find ways to solve problems and stay friends. • I am learning how to manage my feelings • I can name parts of the body and can tell you some things I can do/ foods I can eat to stay healthy. • I understand that we all grow from babies to children and then adults. 					



- I can talk about how I feel moving to my next year group.
- I can remember some best bits from Nursery/ Reception.

Continuous Provision opportunities supporting PSED

SELF REGULATION

“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.

Continuous provision activities support children in

- Controlling own feelings and behaviours
- Applying personalised strategies to return to a state of calm
- Being able to curb impulsive behaviours
- Being able to concentrate on a task
- Being able to ignore distractions
- Behaving in ways that are pro-social
- Planning
- Thinking before acting
- Delaying gratification
- Persisting in the face of difficulty.

Please refer to menu of opportunities plans for each half term that support continuous provision planning

Understanding the World Educational Programme and ELGs

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.



People and Places

- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.
- Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments. Drawing on their experiences and what has been read to them in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

RE – 36 hours = 50 mins per week (broken into shorter sessions and continuous provision as per Coventry and Warwickshire Agreed Syllabus (CWAS))

<p>Talk about members of their immediate family and community. Ask chn to bring in family photographs (celebrate differences across families). Share a range of books that portray diversity.</p> <p>Name and describe people who are familiar to them- to talk about religious and</p>	<p>Compare and contrast characters from stories, including figures from the past- handle and value books appropriately recognising that some books are classed as Holy or sacred. Understand that some books were written many years ago and still have an impact on</p>	<p>Explore the natural world around them- provide opportunities for the children to develop curiosity and a sense of awe and wonder, mystery and spirituality connected with the natural world- first hand experiences with animals/birds, being outside and experiencing different weather conditions</p>	<p>Recognise that people have different beliefs and celebrate special times in special ways- Easter.</p> <p>Understanding Christianity Unit- Why do Christians put a cross in an Easter garden?</p> <p>CWAS –</p>	<p>Recognise that people have different beliefs and celebrate special times in special ways- Eid.</p> <p>Explore the natural world around them- provide opportunities for the children to develop curiosity and a sense of awe and wonder, mystery and</p>	<p>Name and describe people who are familiar to them- to talk about religious and non- religious members of the local community. Visit to the Church.</p> <p>Recognise that people have different beliefs and celebrate special times in special ways-</p>
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<p>non- religious members of the local community. Visit from Vicar or other religious member of community.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in special ways- Harvest festival and Diwali.</p> <p>Understanding Christianity Unit- Why is the word ‘God’ so important to Christians?</p> <p>CWAS - F1 Which stories are special and why?</p>	<p>the lives of people today.</p> <p>Recognise that people have different beliefs and celebrate special times in special ways- Christmas.</p> <p>Understanding Christianity unit- Why do Christians perform nativity plays at Christmas?</p> <p>CWAS – F2 Which people are special and why?</p>	<p>and seasons. Begin to understand that some people believe that God created the world.</p> <p>Recognise that people have different beliefs and celebrate special times in special ways.</p> <p>Understanding Christianity Unit- What do Christians believe God is like?</p> <p>CWAS – F3 Which places are special and why?</p>	<p>F4 Which times are special and why?</p>	<p>spirituality connected with the natural world- first hand experiences with animals/birds, being outside and experiencing different weather conditions and seasons. Begin to understand that some people believe that God created the world.</p> <p>CWAS – F5 Where do we belong?</p>	<p>Christenings and Baptisms.</p> <p>CWAS – F6 What is special about our world and why?</p>
<p>Key Vocabulary God, creation, incarnation, salvation, Bible, Qur’an, Diwali, Jesus, sacred, holy, special, worship, church, temple, mosque, celebrate, Harvest, Christmas, Easter, Hinduism, Islam, love.</p>					
<p>Sticky knowledge</p>					



SIMILARITIES AND DIFFERENCES

- Children know some of the things that make them unique and talk about some of the similarities and differences that connect them to, and distinguish them, from others.

FAMILIES AND COMMUNITIES

- Children understand and talk about family customs and routines.
- They know that other children don't always enjoy the same things, and are sensitive to this.

CELEBRATIONS

- Birthdays, Christmas, Eid, Chinese New Year
- Children will talk about significant events/ celebrations in their own experience

Continuous Provision opportunities supporting RE

Curiosity cube, prayer corner. CP linked to each unit: see individual unit plans for Understanding Christianity and CWAS and termly Menu of Opportunities.

Computing – using MiniMash pins (Purple Mash) linked to termly contexts

All About Me Feelings Autumn Numbers Shapes General Computing	Transport Vehicles Fairy Tales Autumn Christmas	Space Winter Chinese New Year General Computing	Baby Animals Farm Spring Easter Weather	Minibeasts Garden Weather Seasons Castles General Computing	Summer Seaside Under the Sea General Computing
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Key Vocabulary

Computer, iPad, tablet, App, button, mouse, screen, keyboard, Google, information, control, instruction, internet, robot, save, sequence, instructions, search, safety, online, password,

Sticky knowledge

Playing and Exploring

Plan and think ahead about how they will explore or play with objects.



Bring their own interests and fascinations into early years settings. Respond to new experiences that you bring to their attention.

Creating and thinking critically

know more, so feel confident about coming up with their own ideas.

Make more links between those ideas.

Help children to extend their ideas through sustained discussion that goes beyond what they, and you, have noticed.

Help children to extend their ideas through sustained discussion that goes beyond what they, and you, have noticed.

Review their progress as they try to achieve a goal. Check how well they are doing.

Active Learning

Begin to correct their mistakes themselves.

Bring their own interests and fascinations into early years settings. Respond to new experiences that you bring to their attention.

Begin to correct mistakes themselves.

Respond to new experiences that you bring to their attention.

Personal, Social and Emotional Development

I can wait a short amount of time for something I want eg: a computer loading / an App to work..

I know how to complete a familiar task independently and with support will try new things. Eg: a computer programme / Beebot.

I can select tools and resources that I need to complete a task of my own choosing.

I know how to be safe online.

I know that a password is secret.

Communication and Language

I can learn and use new vocabulary.

Physical Development

I know how to use an iPad or tablet appropriately.

I know how to use my fingers on a touch screen, and control a mouse/touchpad on a computer.

Literacy

I know that print has meaning.

Understanding the World

I know how to use a camera ie: on an iPad.

I know how to work a simple programmable toy.

I can select and use technology for particular purposes.

I know how technology is used in my own home.

I know that technology has changed since my adults were young.



Expressive Art and Design

I know how to safely use a range of technology for a purpose.

Continuous Provision opportunities supporting ICT

Available throughout the day for both focussed and self-chosen learning. A range of technology is available within the classroom and outside in the paddock for the children to access, both independently and with an adult.

- Tablets
- Computers – games / activities linked to the topic or maths being covered each week.
- Remote control toys – cars.
- Battery operated toys
- Beebots
- CD players
- Interactive white boards – Phonics Play / Topmarks / Google Earth / Digimap.
- iPads
- Sound buttons – children can listen to a pre-recorded challenge or record their own answers.
- exploring old typewriters / computers / mechanical toys.

Science – Developing Experts/PKC

<p>Developing Experts – Our Body Weather and Seasons</p> <p>All about me: The human body: Facial features, body parts, the senses</p> <p>Seasonal changes – Autumn: Seasons of the year; Autumn. Deciduous and evergreen trees.</p>	<p>Developing Experts – Machines</p> <p>Journeys: Forces: push, pull, twist Air transport Water transport</p> <p>Seasonal changes – Winter: Seasons of the year: Winter. Animal hibernation, why do some animals</p>	<p>Developing Experts – Space Weather and Seasons Food (Chinese New Year noodles) Food (Lent pancakes)</p> <p>Space: Our planet Earth, land and sea, plants and animals, weather, gravity.</p>	<p>Developing Experts – Plants Animals</p> <p>Growing and Changing: Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the</p>	<p>Developing Experts – Insects and Invertebrates</p> <p>Seasonal Changes – Summer: Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds.</p>	<p>Developing Experts – Materials Weather and Seasons</p> <p>Seasonal Changes – Summer: How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water.</p>
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<p>Observing leaves using magnifying glasses, leaves changing colour.</p>	<p>hibernate? How do other animals survive winter?</p> <p>Transport in the winter; snow ploughs, gritting roads, snow tyres.</p> <p>Changing state of matter; frost and ice-looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?</p>	<p>The moon, the sun, the planets in our solar system, space travel, astronauts.</p> <p>Seasonal Changes - Spring: Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.</p>	<p>following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten</p> <p>Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.</p>	<p>Design a garden for the King; what could we grow? What would we include? Sketch some ideas and write about the design.</p>	<p>Changing state of matter; Why do our ice lollies melt?</p>
<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Healthy, unhealthy, germs, head, legs, arms, hands, feet, shoulders, face, eyes, ears, mouth, tongue, teeth heart, brain, bones, skin. • Dog, cat, fish, hamster, rabbit cow, horse, sheep, goat, elephant. tiger, lion, crocodile, giraffe. • Autumn, winter, spring, summer, weather, hot, cold, snowing, freezing, warm, wet, cloudy, harvest, farming, leaves, light, dark, desert, polar. • Plants, grow, soil, sunlight, fruit, vegetable, tree, flower, bush, water. • Life cycle, grow, change, tadpole, froglet, frog, larva, caterpillar, chrysalis, cocoon. • Material, float, sink, plastic, fabric, wood, strong, waterproof, bendy, light, • Pollution, recycle, rubbish, environment, community. 					



- Minibeast, ant, spider, worm, snail, habitat.

Sticky knowledge

- I know some foods that are healthy and not healthy.
- I know why we need to wash our hands and brush our teeth.
- I know how to use the toilet.
- I know how to get myself dressed.
- I know some body parts and can say what they do.
- I know who is in my family, including pets.
- I know the difference between animals and plants.
- I know the names of different animals: from our country and far away.
- I know the names of the four seasons.
- I know what the weather is like in each of the seasons.
- I know the main changes that happen in Autumn, Winter, Spring and Summer.
- I know that ice melts when it gets hot.
- I know that water turns into ice when it freezes.
- I know that some animals sleep during the winter.
- I know that the weather is different in different parts of the world.
- I know that a plant need water to grow.
- I know that plants die if they don't have enough water.
- I know that some food grows on trees and some comes from plants on and under the ground.
- I know that a tadpole becomes a frog and a caterpillar becomes a butterfly.
- I know that some materials float and some sink.
- I know that my actions affect the world.
- I know the name of some insects.

Continuous Provision opportunities supporting Science

Investigation station, curiosity cube, nature table, seasons displays

Please refer to menu of opportunities plans for each half term that support continuous provision planning

Geography



<p>Location of our school and the local area.</p> <p>My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change?</p> <p>Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies.</p> <p>People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors.</p>	<p>Transport in our local area and contrasted with transport for long journeys- children’s experience of transport.</p> <p>Road Safety – how we travel safely.</p> <p>How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p>	<p>Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>	<p>Farming in our local area; what crops are grown where we live?</p> <p>Identify fruit and vegetables that can be grown locally, or within the local region.</p> <p>Identify where the fruit and vegetables we eat come from. Including but not limited to:</p> <p>Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK</p>	<p>The Monarchy; King Charles III, the Royal Family, Buckingham Palace, Windsor Castle.</p> <p>Countries around the world that have King Charles as their monarch including; Canada, Jamaica, New Zealand, Australia and more.</p> <p>The Union Flag of The United Kingdom, flags from countries the children have connections to.</p>	<p>Locate the places that feature in the key stories chosen for this topic.</p> <p>Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.</p>
<p>Key Vocabulary</p> <ul style="list-style-type: none"> Salford Priors, United Kingdom, Great Britain, World, country, town, city. London, capital, near, far, Africa Community, jobs, doctor, teacher, shop, park, binmen, carers, road, map 					



- Harvest, seasons, Autumn, Winter, Spring, Summer, weather
- Farm, beach, countryside, moors – what is the same? What is different?

Sticky Knowledge

- I know where I live, (Salford Priors, Droitwich, Kidderminster, Tipton etc)
- I know some of the features of my immediate environment.
- I know the name of my school and can say some of the things I pass on my way to school.
- I know some of the people who work in my community and what they do.
- I know the names of the four seasons.
- I know the main features of the weather in each of the seasons.
- I know that not all places in the world are the same.
- I know some of the animals and plants that live and grow around me.
- I know what harvest is.
- I know some of the festivals that are celebrated around the world.
- I know that different foods are grown around the world.
- I know that London is the capital of England.
- I know some animals from different parts of the world.

Continuous Provision Opportunities to support Geography

Nature/ seasons exploration table/area. World map and globe. Small world play with people from around the world.

Please refer to menu of opportunities plans for each half term that support continuous provision planning

History

My past, present, future and that of others including characters from stories.	George Stevenson; The invention of the Steam Train. Transport in the past; horse and carriage,	People who looked at the stars; Galileo. Traditional stories to explain the stars e.g.	Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was	The Story of King John and the Magna Carta (Teachers to tell story based on historical events).	Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus
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<p>Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life.</p> <p>Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year?</p> <p>Our school year – what will we do this year in Reception?</p>	<p>motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history.</p> <p>Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport.</p> <p>Ernest Shackleton the explorer; The South Pole, the challenges of his journey</p>	<p>The hunting of the Great Bear.</p> <p>What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system.</p> <p>The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched.</p>	<p>grown, what those areas look like now.</p> <p>How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.</p>	<p>Locally significant areas in the past e.g. a local historical building</p> <p>King Charles III's coronation in Westminster Abbey.</p>	<p>and Icarus, Athena and Arachne, King Midas and the Golden Touch.</p> <p>Stories from different cultures; Anansi the Spider from the Ashanti in West Africa.</p> <p>Aesop's Fables</p> <p>The Legend of St George and the Dragon</p>
<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Old, new, past, present, now, future, yesterday, today, tomorrow, family, grandparents, history, traditional tales, change, different, same, Guy Fawkes. • First, then, next, after, last, finally. • Yesterday, last year, last month 					
<p>Sticky Knowledge</p> <ul style="list-style-type: none"> • I know about my family and where I was born. • I know that as I get older, I can do different things. • I know that my Grandparents are my Mum and Dads parents. • I know that things have changed since my Mum and Dad were little. • I know which objects are from the past and which are modern. (toys / home artefacts) • I know some facts about people from the past – Guy Fawkes, Neil Armstrong 					



- I know that some stories have been around for a long time and that some are new.
- I know that families celebrate in different ways.
- I know some celebrations / festivals and can say why they are celebrated (Christmas, Easter, Bonfire Night, Diwali, Chinese New Year).

Continuous Provision Opportunities to support History

- History timeline – significant events Days of the week, months of the year, birthdays, displaying significant events on class timeline, recalling weekend/ holiday news to share, Through interactions talking about what they did yesterday, last week, last year, sharing personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year, learning about the family traditions of children in class from different cultural backgrounds.

Please refer to menu of opportunities plans for each half term that support continuous provision planning

Expressive Arts and Design Educational Programme and ELGs

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.

Creating with materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters and narratives in stories

Being imaginative and expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time

Developing ideas

Observe talk about what they have produced, describing simple techniques and materials used.



Drawing

Enjoy using mark making tools, fingers, hands, chalk, pens and pencils. • Know how to hold different tools correctly. • Know how to use and begin to control a range of materials. • Draw on different surfaces to form lines. • Form lines of different thickness. • Start to produce different patterns and textures from observations and imagination. • Develop drawing to build on fine motor skills and hand and eye coordination

Outcome

Children will observe, identify and draw simple shapes to represent objects observed in the world around them. They will know how to interpret an image using materials and mark.

Painting

Enjoy using a variety of tools including different sized brushes and tools, i.e. sponge brushes, fingers, twigs. • Know and name the primary colours being used. • Explore working with paint on different surfaces and indifferent ways. • Explore what happens when they mix colour.

Mixed Media

Enjoy using a variety of malleable media such as papier mache, salt dough. • Cut shapes using scissors and other modelling tools. • Build a construction/ sculpture using a variety of objects. • Enjoy playing with and using a variety of textiles and fabric. • Use appropriate language to describe colours, media, equipment and textures. • Create images through collage using pictures and recycled materials. • Know what collage is. • Know who Natasha Kerr is. • Know that art can be made from recycled materials

Collage

Art Coverage (PKC Cycle B for YR/1/2 2024-2025)

Colour and Shape	Colour, Shape and Texture	Portraits and self portraits	Landscape and Symmetry	History Painting	Murals and Tapestries
Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Kandinsky. Painting: portraits	Exploring cutouts and composition. A study of Matisse.	Exploring facial features. Skin tone. Cubism.	Exploring what we can see in the world around us in nature. Landscapes and seascapes. Sketching.	Paintings based on myths and stories from the past.	Michelangelo's 'The Creation of Adam' Leonardo Da Vinci's 'The Last Supper'



Key Vocabulary

Safe Use Explore Materials tools Techniques Experiment Colour Design Texture Form Function

Sticky Knowledge

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Continuous Provision Opportunities to support Art

Creative station, malleable area, painting easels, water pots and paintbrushes outside,

Please refer to menu of opportunities plans for each half term that support continuous provision planning.

DT

Design: Developing, planning and communicating ideas - Provide opportunities to work together to develop creative ideas. Encourage them to think about and discuss what they want to make. Look at products to generate inspiration and conversation about art and artists. Generate ideas to create a model.

Make Provide children with a range of materials for children to construct with. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Provide a range of materials and tools and teach children to use them with care and precision.

Evaluate - Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. Talk about what they have produced, describing simple techniques, tools and materials used. Orally suggest what went well and any improvements they would make to their creation. Offer suggestions to others on how they could have improved their products.

	Design a snowflake.	Design and make a junk model rocket. Puppets for Chinese New Year.	Design and make Easter bonnets.		Experiment with fashion. Design and make sportswear.
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Key Vocabulary



Sticky Knowledge					
Continuous Provision Opportunities to support DT					
Drama and Role Play					
Home corner Introduction to the home corner – what is in your house? Fantasy role play/ small world area Dolls house, loose parts dolls house resources	Home corner Dressed with Halloween/ Diwali/ Christmas resources at appropriate times Fantasy role play/ small world area Christmas Nativity	Home corner postcards from Space Fantasy play/ small world area Space	Home corner – Gardening magazines Fantasy play/ small world area	Home corner - bunting Fantasy play/ small world area Royal family	Home corner dressed with summer time resources including paddling pool and suitcases Fantasy play/ small world area The beach – pirates and mermaids
Music (YR/1/2 – Following Y2 for 2024-2025)					
Charanga Unit- Hands, Feet, Heart. Harvest Songs.	Charanga Unit- Ho Ho Ho. Christmas Nativity Songs.	Charanga Unit- I Wanna Play in a Band.	Charanga Unit- Zootime. Easter songs	Charanga Unit- Friendship Song	Charanga- Reflect, Rewind and Replay.
Key Vocabulary					
Song, sing, pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, instrument, drum, tambourine, wood block, xylophone, maracas.					
Sticky Knowledge					
<ul style="list-style-type: none"> • I know and can name some nursery rhymes. • I know 10 nursery rhymes by heart. • I know and join in with familiar worship songs. 					



- I know how to clap the pulse (beat)
- I know how to play some percussion instruments correctly.
- I know the names of some percussion instruments.
- I know that instruments make different sounds.
- I know that pitch is how high or low a sound is.
- I know that performance is sharing music with others.
- I can create my own music.
- I can talk about music I have heard.

Continuous Provision Opportunities to support Music

- Weekly opportunities to learn new songs related to topic work (Myself, People who help us, Fairy tales. Our Amazing World, Minibeasts, Under the Sea).
- Singing songs and rhymes from a variety of genres and cultures
- Build up a repertoire of nursery rhymes and familiar songs.
- Learn worship songs.
- Using musical instruments in the outside area and role play.
- Creating movement to music eg: move like jungle animals, astronauts, African animals, growing plants and weather.
- Singing and performing to our friends and parents
- Performing the school nativity production
- Play movement and listening games
- Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.
- Listen to and join in with stories / poems with repetitive refrains.
- Move in time / appropriately to rhymes, songs, instruments and classical music.
- Call and response songs.

Please refer to menu of opportunities plans for each half term that support continuous provision planning

Cooking

Talk about healthy and unhealthy foods. Talk about having a balance of these. Talk about likes and dislikes. Use a range of tools with care and precision. Explore and develop skills in: mixing and decorating. Continue to think of interesting to decorate foods. Describe differences between some food groups (i.e. sweet, vegetable etc.). Say where some foods come from, (i.e. plant or animal). Describe textures, tastes and preferences of a variety of foods. Know the importance of washing hands and cleaning surfaces. Discuss the rules of food safety and hygiene



Making porridge – Goldilocks and the Three Bears. Vegetable stew	Chocolate sparklers – melting Owl biscuits design and making Making sandwiches for the Christmas party Mince Pies	Chinese new year food tasting	Pancake topping tasting Easter nests		
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Continuous Provision Opportunities to support EAD

Outside stage, dressing up and musical instruments. Home corner and role play areas dressed to link in with current topics, helping to prepare for snack time, Develop storylines in their pretend play, listen attentively, move to and talk about music, expressing their feelings and responses, explore and engage in music making and dance, performing solo or in groups, sing in a group and on their own, increasingly matching the pitch and following the melody, sing nursery rhymes and recite poems and chants

Please refer to menu of opportunities plans for each half term that support continuous provision planning

Physical Development Educational Programme and ELGs

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 wellbeing. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Gross motor skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

PE Focus (Get Set 4 PE YR/1/2 for 2024-2025)

Gymnastics	Ball Skills	Athletics	Dance	Striking and Fielding Games	Invasion Games
Team building	Fundamentals	Yoga	Target Games	Sending and Receiving Games	Net and Wall Games

Gross Motor (outdoor areas)

Spatial awareness and multi step instruction games. Running, jumping, using scooters outside with increasing control.	Spatial awareness and coordination games, throwing and catching Dance to music, moving with control around the floor.	Invasion games, throwing and catching Balance- standing on one leg, walking along a bench, climbing.	Team games and ball skills including using a racquet Running, jumping, hopping from foot to foot, running around obstacles.	Team games including relay races, using racquets and balls, throwing and catching. Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope.	Racing and obstacle courses – skills for sports day. Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching.
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Fine Motor

Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough Drawing myself; what features do I have?	Small tools; cutlery, tweezers, pipettes, scissors. Drawing maps, transport, junk modelling vehicles.	Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting.	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting plants and flowers, leaf rubbings, pencil control.	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control.	Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting,
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					weaving or simple sewing.
<p>Key Vocabulary</p> <p>Dance: Marching/Timing/Action/Dance/Perform/Turning/Repeat/ Rhythm/Pathways/Posture/Soldier/Individual/Partner/Control/ Speed/Range/Actions/Mirror/Lead/Follow/Gently/Tip-Toes/Heavily/ Stomp/Robotic</p> <p>Gymnastics: Straight/Star/Tuck/Control/Perform/Repeat/Link/Balance/ Identify/Gymnastics/Movement/Stretch/Count/Copy/Explore/ Practice/Linking/Travelling/Start/Finish/Body/Safely/Stillness/ Position/Remember/Whole/Individual</p> <p>Games: Space/Change/Direction/Control/Safely/Aim/Roll/Carry/Throw/ Catch/Bounce/Dribble/Kick/Freeze/Stretch/Crouch/Jogging/Balance/ Slowly/Backwards/Forwards/Receiving/Sending/One handed/Two handed/Balloon/Target/Successfully/Avoid/Technique/Bibs/ Tails/HulaHoops/Quoit/Equipment/Passing/Ball/Landing/Jog/Jump/ Reverse/Turn/Crouch/Crab/Weave</p>					
<p>Sticky Knowledge</p> <p>Dance:</p> <ul style="list-style-type: none"> • To know that I need to stay in a safe space when performing actions. • To know that I use counts of 8 to know when to change each action. • To know that a count of 8 can help me stay in time with the music. • To know that different parts of my body can move in different ways. • To know that I can perform a variety of different actions with one body part. • To know that I can use counting to help keep in time with the music. • To know that I can use different levels using my body to make my dance more interesting. • To know that I can use exaggerated moves to make my dance moves clear. • To know that you need to look in the direction you move. • To know that you can link dance moves in a variety of ways. (Turn, skip, jump, spin etc) • To know that you need to change direction to avoid others. <p>Ball skills:</p>					



- To know that I need to bend down low to be able to roll a ball.
- To understand that pointing at the target will help you to aim.
- To know that you need to keep your eyes on the target (ball) when trying to roll and catch it.
- To know that you need to move your feet towards the ball to make it easier to stop it.
- To know that using wide fingers can help you to stop and catch a moving ball.
- To understand why letting go with our fingers facing the target will help accuracy.
- To know that the best way to catch a ball is with two hands.
- To know to use soft, small touches to keep the ball close to your body when the ball is on the ground and we are dribbling.
- To know to place your standing foot next to a ball before kicking it.
- To know how to use the inside of your foot to kick the ball.
- To understand that we can use one or two hands to throw.

Gymnastics:

- I know how to do a standing straight shape, star shape and tuck with control.
- I know how to balance..
- I can hold these shapes for a count of 3.
- I can travel safely around a space and along benches.
- I can link simple movements to make a short sequence.
- I can travel on my feet and hands and feet safely around a space and over benches.
- I can perform a simple sequence of movements.

Games:

- To know that you need to take big steps to run and small steps to stop.
- To know how to work as a team to add points together.
- To know how to change direction to avoid obstacles.
- To understand the force needed to tag someone in a game.
- To understand how to take turns, waiting for your chance to take part.
- To know how to give others encouragement.

Continuous Provision Opportunities to support physical development

Opportunities open to all during continuous provision;

Basket ball hoop, Bikes and trikes, Scooters – stand up and sit down, Hoops, Balls and beanbags, Assault course, Role play – stage and music, dances – ribbons and material, Playdough station, Climbing wall and slide, Balance beam and stepping stones, Tyres, stilts, Seesaw, mud kitchen and digging area.

