

## Willow Lane CP School curriculum planning 23-24










Our creative and inspiring curriculum is designed to make learning part of everything that the children do. Each child is viewed as a unique individual and they are taught to value their learning and have pride in their achievements. This helps them become resilient, confident and highly capable learners. The classroom and outdoor spaces are designed to be used in both adult directed activities and with activities and space for them to be independent; to follow their own thoughts and ideas and to work collaboratively. Adults respond to the children's needs and interests and these are built into the curriculum throughout the year. All children will be supported to learn and to make the highest progress possible through effective adult interventions and support. At Willow Lane, through the Early Years Foundation Stage, we can ensure that children have quality, bespoke and creative learning experiences that they need to develop all aspects of their learning in a fun and exciting way.

### The EYFS seeks to provide:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.




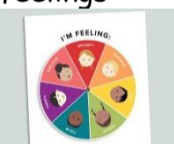

	Autumn 1 4/9/23 - 20/10/23	Autumn 2 30/10/23 - 21/12/23	Spring 1 5/01/24 - 9/02/24	Spring 2 19/2/24 - 28/3/24	Summer 1 15/4/24 - 23/5/24	Summer 2 4/6/24 - 19/07/24
<b>Cross curricular theme</b>	Busy Being Me! (My emotions, my senses, my story)	Celebrations (Birthdays, different cultures and beliefs)	Magic Time Machine (Dinosaurs - pre-history - Medieval - Victorian - space age)	When I Grow Up (growing - plants, minibeasts, my body)	Wet and Wild (animals and habitats - jungle, forests, polar, savanna, oceans, marshland)	Our Wonderful World - Holidays (India, Spain, Australia)
<b>Predictable interests</b>	Autumn Halloween Diwali (Oct 24 <sup>th</sup> )	Halloween (Oct 31 <sup>st</sup> ) All saints day (1 <sup>st</sup> November) Recycling week (Nov 4 <sup>th</sup> ) Bonfire Night (Nov 5 <sup>th</sup> ) Remembrance Day (Nov 11 <sup>th</sup> ) Poland independence day (11 <sup>th</sup> November) Road safety week (Nov 14 <sup>th</sup> ) Children in need (Nov 18 <sup>th</sup> ) St Andrews day (30 <sup>th</sup> November - Romania, Russia, Scotland) Romania national day (1 <sup>st</sup> Dec) Sadeh - midwinter festival, Iran Yalda night, st lucy's day, winter solstice - 21 <sup>st</sup> 22 <sup>nd</sup> Dec Christmas (Dec 25 <sup>th</sup> )	Winter Chinese New Year (Jan 22 <sup>nd</sup> ) Valentine's Day (Feb 14 <sup>th</sup> ) Lunar new year (21 Jan - 20 Feb) National story telling week (January)	Spring Growth Pancake Day World Book Day Mother's Day Easter Sunday	Weather Eid (Apr 21 <sup>st</sup> ) Earth Day (Apr 22 <sup>nd</sup> )	Summer Father's Day (June 18 <sup>th</sup> ) Wimbledon (July 3 <sup>rd</sup> )
<b>Cultural capital/ Enrichments</b>	Looking after stick insects. Looking after plants in class. Working on the allotments in small groups with school gardener. Pond dipping.					
	Walk around local area Visit from the 'wolf' saying sorry	Introduce junk modelling play projects in recycling week. Nativity	Visit from Confucius Institute attached to Lancaster University Visit priory Visit to Lancaster museum	Chicks hatching experience Caterpillar hatching and butterfly release Teddy bear hospital Growing plants in outdoor classroom Visit from firemen/police	Letter from Earth to the children - children to give a present to earth e.g. plant a tree Visit butterfly farm/ animal visit to school	Piper Plane tours - travelling to different countries and experiences food, music and culture

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<b>Children's voice</b>	This will be updated throughout the year as the children make suggestions and give directions for where they would like their learning to take them					
<b>Parents' voice</b>	We welcome the input of parents and carers, and give regular opportunities via tapestry and termly newsletters for suggestions or ideas of what they would like their child to learn or experience at school.					
<b>Parental engagement</b>	Tapestry Phonics workshop	Parents evenings Christmas performance	Tapestry Bring in something old - old photo, old object, memory	Parents' evening		Parents' evening Stay and play invite for parents
<b>Characteristics of effective teaching and learning<sup>1</sup></b>	<p>playing and exploring - key vocabulary: 'have a go', 'be brave', 'experience something new', 'independent'</p> <p>Active learning - key vocabulary: 'resilient', 'determined', 'never give up', 'concentrate', 'focus', 'pride', 'celebrate', 'share', 'joy',</p> <p>Creating and thinking critically - key vocabulary: 'Do you remember when...' 'That reminds me of...'; 'I wonder what you were thinking then....' 'I wonder how...' 'I wonder why...'</p> <p>All aspects of these are interwoven with the teaching, environment and relationships with adults.</p> <p>Certain elements are explicitly referred to, in order to raise children's metacognition and enhance their learning capabilities.</p>					
Below is 'what' children will be taught, with some examples of 'how'. These examples can be adapted or changed and are not exhaustive. They are an indication of the type of learning activity that you would see these skills being developed.						
<b>Listening, Attention and Understanding</b> 	<p><b>ELG: 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 conversations when engaged in back-and-forth exchanges with their teacher and peers.</b></p> <p>Throughout the year children will have the opportunity to develop their listening, attention and understanding skills through their interactions with adults. This will be through activities such as playing instructional games, daily conversations with adults, time with their key worker, small group or paired discussions, whole class circle time, creating and performing their own stories, show and tell activities, whole school assemblies, visits from adults from different professions and cultures.</p>					
<b>In provision:</b>	see below for examples of communication and language prompts					
<b>Speaking</b> 	<p><b>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</b></p> <p>Many of the above activities will also develop children's speaking skills. Further to this children will have opportunities to speak throughout the day. Quality adult interactions will focus on correct modelling of language. Adults will often use sentence stems like 'this reminds me of...' 'this is similar to...' or 'I wonder why....' or 'I wonder how....' to help children build connections. Children will have modelled sentence stems to help develop their thinking e.g. 'I can see..' 'This is like...because...' Children will have regular book time with stories, poems and non-fiction. Children will also have opportunities to discuss issues that are relevant and important to them in Kidsafe sessions, as well as other philosophical ideas as presented in books such as Shell Silverstein's <i>the missing piece</i> and <i>the giving tree</i>, <i>Hey little ant</i>, <i>The Frog and Toad</i> series</p>					
	<b>Autumn 1 - Busy being me</b>	<b>Autumn 2 - Celebrations</b>	<b>Spring 1 - Magic time machine</b>	<b>Spring 2 - Watch us grow!</b>	<b>Summer 1 - Wet and wild</b>	<b>Summer 2 - Our wonderful world</b>
<b>Focused learning interactions</b>	<p>Discussing their life story, how they've changed as they've grown and significant events in their life</p> <p>Look at a story of friendship e.g. Frog and Toad series and discuss the problem presented</p>	<p>Discuss different celebrations. Plan a party for the Big Bad Wolf to make friends with the Three Little Pigs.</p>	<p>Handling artefacts and discussion</p>  <p>Looking for clues about dinosaurs in our school environment</p>  	<p>Discussing how to safely handle and care for stick insects, butterflies, and chicks.</p>  <p>Local area walk to Fairfield Orchard, seeing the new calves and blossom on the fruit trees.</p>	<p>Examining pictures of animals as well as real life examples with a visit from a mini-beast roadshow. Discussing their similarities and differences</p> <p>Look at the book <i>Hey Little Ant</i> and discuss the ending, what should the boy do?</p>	<p>Discussion of other cultures and countries, what is similar and what is different</p> <p>Plan their ideal holiday.</p> <p>Set and discuss goals for next year.</p>
<b>In provision</b>	<p>Opportunities to self-register and choose dinners</p>	<p>Sharing family photos and photos from when they were younger.</p> 			<p>Role play: vets on safari. Searching for different animals in different habitats, finding out what's wrong with them and working out how to fix them.</p>	<p>Role play: flying to other countries, trying food, music, clothes from other countries and cultures.</p>

<sup>1</sup> [Development Matters - GOV.UK \(www.gov.uk\)](http://www.gov.uk)


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 <p>Voting for books for story time</p>  <p>Welcomm communication and language assessments to be carried out and children to be given appropriate support</p>	<p>Role play: celebration station. Inviting children to a party, planning parties and playing party games</p>				<p>Giving instructions to a peer to copy a repeated pattern of a snake and a 3D model of animal using cubes, building blocks or shapes</p>	
<p><b>Self-Regulation</b></p> 	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>					
	<p><b>Autumn 1 - Busy being me</b></p>	<p><b>Autumn 2 - Celebrations</b></p>	<p><b>Spring 1 - Magic time machine</b></p>	<p><b>Spring 2 - Watch us grow!</b></p>	<p><b>Summer 1 - Wet and wild</b></p>	<p><b>Summer 2 - Our wonderful world</b></p>
<p><b>Focused learning interactions</b></p> <p>Introduce Colour Monster , to help make overt their understanding of their own emotions</p> <p>Make an emotion wheel for children to indicate their feelings</p>  <p>Sort faces out into different emotions</p>  <p>Children to draw different expressions of faces, children to use mirrors to see their own faces when showing different emotions.</p> <p>Children to match scenarios and pictures of faces with emotions.</p>	<p>Children to bring in photo or an object relating to them achieving a milestone like riding a bike, learning to swim without armbands, doing something for the first time. - Continue this throughout the year</p> <p>Children to have a 'proud wall' display in the classroom where they have a photo of a proud moment celebrated.</p>			<p>Introduce play projects (from Greg Cottrell Boyce) - draw a plan, create special passcodes to make parts come alive, model it, then make it.</p>		
<p><b>KidSafe lessons</b> throughout the year, will be taught by summer 2.</p>	<p>Session 2: What makes us feel sad, scared or worried (yukky feelings)</p>	<p>Session 3: What is bullying, what to do if you feel bullied. Using your voice.</p>	<p>Session 4: Your private places. When is it ok for an adult to see your private places</p>	<p>Session 5: Age ratings on films and games. Seeing something 'yukky' on a screen and what to do.</p>		<p>Session 6: Parents arguing. How that feels and what to do about it.</p>






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	Session 1: What does trust mean? Who are your trusted adults?					
	<b>Scarf lessons (from coram life education)</b> All about me, Me and my special people, My feelings	What do we mean by same and different  Same and different families and homes  I am a friend	What is safe to go in my body Safe indoors and outdoors Listening to my feelings	Looking after my friends Being helpful at home and caring for our classroom Caring for our world	Life stages plants animals and humans Where do babies come from Getting bigger Me and my body (boys and girls)	Bouncing back when things go wrong My healthy mind Move your body A good night's sleep
<b>Managing Self</b> 	<b>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.</b>					
	<b>Autumn 1 - Busy being me</b>	<b>Autumn 2 - Celebrations</b>	<b>Spring 1 - Magic time machine</b>	<b>Spring 2 - Watch us grow!</b>	<b>Summer 1 - Wet and wild</b>	<b>Summer 2 - Our wonderful world</b>
<b>Focused learning interactions</b>	Children to be taught sequence of actions to wash their hands after the toilet and before dinner.  Children to be taught techniques for putting on their shoes, wellies, and coat.  Children to be taught how to use the toilet correctly (what does and doesn't get flushed) and hygienically. And how to wipe themselves.	Discuss healthy food choices when making some celebration bread and planning a celebration party.  Understand rules for safety in outside areas  Understand rules for safety when having a fire in outside area.	Children taught how to use a knife and a fork to cut up food during dinner and in messy play activities such as cutting up playdough 'food' to share	Children taught how to cut up food for healthy fruit kebabs  Children taught about which food is healthy and unhealthy, and what this means for our bodies.	Cut up food for making a fruit smoothie and discuss the taste and healthiness of the food and what it does for our bodies.	Look at different food from other cultures and discuss its healthiness.
<b>In provision</b>	In role play: have clothes with zippers and buttons for children to practice Have clothes for babies in home corner for children to put on and off.	Put on waterproofs for wildlife area and do up a zipper with increasing independence throughout the year.  Put on wellies by themselves.  Put on their shoes by themselves  Healthy snacks of fruit and vegetables are available throughout the day				
<b>Building Relationships</b> 	<b>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</b>					
	From before children start (with induction meetings, stay and play and home visits) and throughout the year, we view building positive relationships is key to helping children succeed. Adults will do this through quality interactions throughout the provision as well as in small group work and time with their key worker. Aspects of this are also directly taught through Kidsafe sessions and SCARF lessons.					
	<b>Autumn 1 - Busy being me</b>	<b>Autumn 2 - Celebrations</b>	<b>Spring 1 - Magic time machine</b>	<b>Spring 2 - Watch us grow!</b>	<b>Summer 1 - Wet and wild</b>	<b>Summer 2 - Our wonderful world</b>

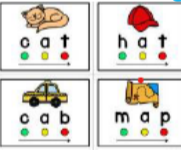
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<p><b>In provision</b></p>	<p>A kindness jar is in the classroom where children can write (or have scribed) the name and reason of a child who showed kindness (e.g. sharing, inviting others to play, taking turns, finding a compromise).</p> <p>Children will have the opportunity to take home a Jofli the Teddy to have an adventure with over the weekend and tell the class about it.</p>	<p>In class and via Tapestry online, children will be encouraged to share celebrations that are important to them and their families such as Eid, Hanukkah, special anniversaries etc.</p>	<p>Taking turns when playing games from the past</p>	<p>Taking turns when looking after the chicks</p> <p>Planting flowers and vegetables in outside area and in school allotments in small groups</p>	<p>Taking turns when playing maths games such as snakes and ladders, race to 20, subtracting from 10 games</p>	<p>Set goals for next year and meet the new teacher.</p>
<p><b>Gross Motor Skills</b></p> 	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>					
<p><b>Focused learning interactions</b></p>	<p><b>The following skills will be taught in PE sessions</b></p> <p>Throw underarm, Roll a ball</p> <p>Jump and land appropriately</p> <p>Learn different gymnastic rolls (pencil roll, egg roll, rock and roll, teddy bear roll)</p> <p>Climb up and down apparatus using alternate feet</p> <p>Hopping on both feet</p> <p>Catch scarves, and a large ball</p> <p><b>In class:</b> Squiggle whilst you wiggle introduced to help develop gross motor skills in preparation for writing.</p>	<p>Autumn 2 - Celebrations</p> <p>Use body to make a range of shapes</p> <p>Throw underarm with accuracy</p> <p>Throw overarm for distance</p> <p>Perform a range of gymnastic rolls</p> <p>Perform a range of gymnastic jumps</p> <p>Balance on one leg</p> <p>Balance on a range of body parts</p> <p>Climb over and through equipment</p>	<p>Spring 1 - Magic time machine</p> <p>Balance on a range of body parts</p> <p>To send a ball with accuracy</p> <p>Catch a large ball</p> <p>Jump and land appropriately</p> <p>Climb over and through equipment</p> <p>Throw overarm</p>	<p>Spring 2 - Watch us grow!</p> <p>To develop skill of jumping (sideways, backwards, speed and distance)</p> <p>Travel over, under and through equipment</p> <p>Balance on a range of body parts</p> <p>Throw under arm</p> <p>Roll in a variety of ways</p> <p>Catch with increasing accuracy</p>	<p>Summer 1 - Wet and wild</p> <p>To use increasing control over an object when touching, pushing, patting, throwing or catching</p> <p>Use a range of small and large equipment</p> <p>Roll a ball accurately</p> <p>Climb up and down equipment using alternate feet</p> <p>Gymstars visit (from Morecambe FC community outreach) developing stamina and use of different equipment (running machine, rowing machine, cross trainer, exercise bike)</p>	<p>Summer 2 - Our wonderful world</p> <p>To travel on equipment in a variety of ways</p> <p>To balance on climbing equipment</p> <p>Catch a large sponge ball</p> <p>Catch with increasing accuracy</p> <p>Roll in a variety of ways</p> <p>Dribble a ball</p> <p>Practise skills needed for sports day (egg and spoon, javelin throw, relay races)</p>
<p><b>In provision</b></p>	<p>Throughout the year children will run and walk around the track to build up fitness and stamina. Adults will help develop their skill at running, jogging</p>	<p>Children can use bikes and scooters in outdoor area</p> <p>Children to develop climbing skills in Wildlife area when climbing trees</p>	<p>Play classic playground games like skipping, hop-scotch, hula hoop</p> <p>Throwing beanbags to hit a target (cans with numbers, tricky words)</p>	<p>Cosmic yoga and Pilates for kids cards and videos for children to copy</p>	<p>Animal yoga cards</p> <p>Outdoor gym activities - moving heavy objects like an explorers sack full of rations, rolling heavy tyres</p>	<p>Practise dances from around the world</p>



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	and skipping Ribbons and music makers for children to develop shoulder rotation	Children to negotiate space when moving through wildlife area and playing games like predator and prey or move like an animal				
<b>Fine Motor Skills</b> 	<b>Hold a pencil effectively in preparations 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.</b>					
	For many of these activities, once they have been taught, they will be put in the provision for children to access independently. More examples can be seen in the writing section and art section of the curriculum.					
	<b>Autumn 1 - Busy being me</b>	<b>Autumn 2 - Celebrations</b>	<b>Spring 1 - Magic time machine</b>	<b>Spring 2 - Watch us grow!</b>	<b>Summer 1 - Wet and wild</b>	<b>Summer 2 - Our wonderful world</b>
<b>Focused learning interactions</b>	<p>Drawing club introduced, where children hear a story, draw a picture related to it and elaborate upon it.</p> <p>Teach children how to draw faces with different expressions</p> <p>Teach children how to hold a paintbrush and how to mix colours when painting self portraits</p> <p>Dough disco exercises to warm up before phonics</p>	<p>Teach children how to draw bodies and combine shapes to make a picture</p> <p>Children's pencil grip monitored throughout the year to help them progress to a tripod grip</p> <p>Teach children how to hold scissors correctly and cut out pictures to make a celebration picture, like a bonfire picture.</p> <p>Cutting toilet roll to make a firework picture</p>  	<p>Teach children to hold scissors correctly and cut along a curved line e.g. when making coloured wheel spinners for old toys</p> <p>Use small hammer and pin to make shape pictures</p> 	<p>Teach children to use a knife and fork to cut up 'bean stalks' (cooked spaghetti)</p>	<p>Children to cut out animals to make a habitat collage</p>	<p>Cut out symbols and pieces of paper to make a map that has land, sea, houses, rivers.</p>
<b>In provision</b>	<p>Large mark making activities throughout the year</p> <p>Pencil control activities throughout the year</p> <p>Funky fingers activities and challenges throughout the year e.g. using tweezers to pick up objects, pegging items onto a washing line, placing small items on a picture, squeezing a stress ball, unlocking padlocks</p>	<p>Use variety of tools in malleable area when cutting and shaping clay and playdough and other similar materials</p> <p>Use pipettes, syringes, whisks and sponges to help develop fine motor skills in water area</p>	<p>Thread small beads to make a 'stone-age' necklace.</p>	<p>To develop skills, strength and safety knowledge when using woodwork tools like hammer, saw and screwdriver</p>	<p>Threading beads to make Amazonian and African jewelry</p>	<p>To use a knife and fork to eat a range of meals from other cultures</p>
<b>Comprehension</b> 	<b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</b>					
	Throughout the year, children will engage in story time and will experience a wide selection of texts. Children will learn nursery rhymes and poems and stories with a repeated refrain or pattern to join in with. We will also use the 'Helicopter Stories' approach to help children create and retell their own stories.					

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	An adult will hear your child read each week at least once and more whenever possible. Books will be changed regularly (3 times a week) and children are encouraged to reread their book to help develop fluency. Children will also develop their comprehension skills in English lessons.					
	<b>Autumn 1 - Busy being me</b>	<b>Autumn 2 - Celebrations</b>	<b>Spring 1 - Magic time machine</b>	<b>Spring 2 - Watch us grow!</b>	<b>Summer 1 - Wet and wild</b>	<b>Summer 2 - Our wonderful world</b>
<b>Focused learning interactions</b>	Children to have books with only pictures and to discuss the story with an adult.  Children to use pictures to sequence traditional tales.  Drawing club to have a focus on language at the start of each session	Introduce Helicopter stories where children have their story written down and then they act it out with the rest of the class.  Children to use a Talk for Writing approach to learn a story off by heart	Introduce sentence stems during story time such as: I predict that A clue for X is ___ I infer that ___ because ___  Children will be taught how to use books to find out information	Sequence the story of The Little Red Hen Orally retell the story  Teach children how to use props to develop stories. Stories need a characters, a setting a problem and an ending.	Sequence the story of Handa's Surprise Orally retell the story with small adaptations to fruit or animals.	Adapt Sally and the Limpet story. Retell as their own.
<b>In provision</b>	Books to be available throughout provision with a selection linked to the topic or a specific area such as senses or the seasons.  Children to be encouraged to read with each other, with a teddy buddy, with a baby in the home corner, and with an adult.	Visual literacy skills will be developed using pictures relating to topics, e.g. a celebration picture and questions prompts such as 'what can you see?' 'I wonder why X is happening'  Vocabulary to be taken from books, discussed and placed on display	Throughout the year, a vocab wall will have relevant words to the topic, tier 2 words, and other words the children want to have. Challenge children to use these words throughout the term.			
<b>Word Reading</b> 	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.					
	We follow Lancashire's Red Rose phonics scheme and adapt where necessary to fit the needs of the children, with booster sessions or specific interventions.					
	<b>Autumn 1 - Busy being me</b>	<b>Autumn 2 - Celebrations</b>	<b>Spring 1 - Magic time machine</b>	<b>Spring 2 - Watch us grow!</b>	<b>Summer 1 - Wet and wild</b>	<b>Summer 2 - Our wonderful world</b>
<b>Focused learning interactions</b>	Assess children's phonics knowledge and start teaching phonic awareness straight away.  Children taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s)  To begin to blend sounds together to read words using the taught sounds	To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s)  To recognise taught Phase 2 Tricky Words (the I go no to into)  To blend sounds to read words using taught sounds  To begin reading captions and sentences using taught sounds  To read books	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g a i e e i g h o a)  To recognise taught Phase 2 and 3 Tricky Words (the I go no to into she he we me be was you they)  To begin to read longer words  To recognise taught digraphs in words and blend the sounds together	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)  To recognise taught Phase 2 and 3 Tricky Words (the I go no to into she he we me be was you they)  To read longer words including those with double letters	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)  To recognise taught Phase 2, 3 and 4 Tricky Words (the I go no to into she he we me be was you they my all are said so have like some come here there)  To read longer words	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)  To recognise taught Phase 2, 3 and 4 Tricky Words (the I go no to into she he we me be was you they my all are said so have like some come here there)  To read words with phase 3 long vowel sounds with adjacent consonants  To read longer words

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		<i>matching their phonics ability</i>	To read books matching their phonics ability  <i>To read sentences containing Tricky Words and digraphs</i>	To read sentences containing Tricky Words and digraphs  To read books matching their phonics ability	<i>To read compound words</i>  <i>To read longer sentences containing Phase 4 words and Tricky Words</i>  <i>To read books matching their phonics ability</i>	To read compound words  To read longer sentences containing Phase 4 words and Tricky Words  To read books matching their phonics ability
<b>In provision</b>	Magnetic letters to read and copy words  Jumping on lily pads with phonemes on and saying the sounds as you go.	Reading and matching pictures and captions  Finding graphemes and tricky words around the classroom	Tricky word splat games  Fishing for phonemes in water or in magnetic fishing game	Phonic jigsaw reading challenges  Matching pictures and sentences activities	Playing pairs with phonemes.  Quick write activities with phonemes on a dice or with a child playing the teacher role.	Play matching game with tricky words  Scavenger hunt reading activities
	<p><b>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</b></p> <p>As well as an English lesson once a week and phonics everyday, children will also work with an adult in small groups to practise writing once a week. In provision children will be encouraged to write independently and to write for different purposes. Many of the provision ideas will be adapted and revisited throughout the year to meet the children's needs</p>					
	<b>Autumn 1 - Busy being me</b>	<b>Autumn 2 - Celebrations</b>	<b>Spring 1 - Magic time machine</b>	<b>Spring 2 - Watch us grow!</b>	<b>Summer 1 - Wet and wild</b>	<b>Summer 2 - Our wonderful world</b>
<b>In provision</b>	Children to write their own names at the start of everyday - overwriting on dotted lines.  Children taught to give meaning to the marks they make when labelling a picture in drawing club  Children use 'squiggle whilst you wiggle' to help develop movements fundamental to writing  Children start to copy taught letters s,a,t,p,i, n, m  Magnetic letters of sounds introduced so far for children to spell words	Children to write cards for birthdays and other celebrations, party invitations and lists for planning a party  Children to write signs on their work if they don't want it to be put away  Children to copy their own name at the start of each day  During guided write, as their phonics develops, children will have support in writing cvc words, using correctly form s,a,t,p,i, n, m  Large letters of different materials for children to trace and follow the form of the letter  Mark making in sand, mud, chalk on the playground or blackboards	Children to write their own name independently at the start of each day  Create a poster for a dinosaur on the loose  Draw and label their own magic time machine  Make letters out of playdough molds and creating their own.  Children to write using correctly formed letters now including d g o c k ck e u r h as well as some tricky words (e.g. I, to, no, go, into, the)	Write posters for how to look after chicks  Write a mothers' day card for someone who looks after them  Write instructions for how to look after plants and insects  Children will use correctly formed letters f l f ll ss j v w x y z zz as well as some tricky words (she he we me be was you they)	Write a poster for a lost animal  Write a letter to the world about what they've learned about looking after the world  Children will use correctly formed phonemes qu ch sh th ng ai ee igh oa oo oo ar and tricky words all are said so have like  When reading back their work, children will check it makes sense.	Write postcards from different countries  Write a fathers' day card for someone who looks after them  Children will use correctly formed letters and phonemes ur ow oi ear air er and tricky words previously taught  When reading back their work, children will be able to make changes in their writing to make their meaning clearer.
	<p><b>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 doubling facts.</b></p> <p>We follow the White Rose Maths scheme for Early Years teaching, and adapt where necessary to fit the needs of the children.</p>					
	<b>Autumn 1 - Busy being me</b>	<b>Autumn 2 - Celebrations</b>	<b>Spring 1 - Magic time machine</b>	<b>Spring 2 - Watch us grow!</b>	<b>Summer 1 - Wet and wild</b>	<b>Summer 2 - Our wonderful world</b>





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	<p>Identify representations of 1, 2, and 3 Comparing amounts of 1, 2 and 3</p>	<p>Counting on and back to four. Match number names to numeral and amounts Continue counting on and back to 5 Begin to subitise to 5 Find one more of numbers to 5 Find one less of numbers to 5</p>	<p>Recognise numeral 0 and what this means (0 is one less than one) Compare numbers to 5 Explore different compositions of 4 and 5 Continue counting to 6, 7, 8. Matching number names to numerals and amounts. Play pairs game and arrange items into pairs.</p>	<p>Count to 9 and ten forwards and backwards Represent 9 and 10 in different ways Arrange 9 or 10 items into small groups Explore bonds to 10 using real objects</p>	<p>During the summer term, there will be regular opportunities to consolidate previous skills of subitising (instantly recognising small amounts without counting), counting on and back within 10, composition of numbers within 10, sorting and matching and comparing and ordering.</p>	<p>Use a first then now structure to a story to show how an amount can be changed by adding more Use same first, then now structure to take away objects to illustrate subtraction in a real life context Use stories or real life scenarios to develop problem solving e.g. From Mr Gumpy's outing, Show the children a page from the story and explain that Mr Gumpy has a problem. There are too many legs in his boat. Everyone's legs are getting tangled up. Ask the children to work out how many legs there are. Could they draw a picture to help them work it out?  How could they find out who made the strongest bridge or the longest? How could they test it?</p>
<p><b>In provision</b></p>	<p>Counting rhymes to be sung with the children often (e.g. 1,2, buckle my shoe, once I caught a fish alive, 10 green bottles, monkeys jumping on the bed, 10 men in a flying saucer)  Adults seek out counting opportunities: how many children are in today, how many children are in the sandpit  Roll a dice and collect the number of things to fill a pot  play hidden objects games where objects are revealed for a few seconds, for example, small toys hidden under a bowl - shuffle them, lift the bowl briefly and ask how many there were  Finger counting games - all at once, show me x fingers.</p>	 <p>count things of different sizes - this helps children to focus on the numerosity of the count  Count things that can't be seen, such as sounds, actions, words Count things that cannot be moved, such as pictures on a screen, birds at the bird table, faces on a shape. Correct a puppet who may say that there are more or fewer objects now, as they have been moved around, e.g. spread out or pushed together  Give children a chance to explore and explain when sharing things out (grouping them in different ways) and then the puppet complaining that it is not fair as they have less encourage the</p>	<p>More or less activities:  Have for children to sort and compare, which include objects which are identical, and which include objects of different kinds or sizes  Use collections with a large number of things, and collections with a small number of things. Children to group into piles marked more or less  When comparing (as above) ensuring that there are some that have an equal amount  Using playdough or in the home corner: Ask children to convert two unequal groups into two that have the same number, e.g. 'There are 6 apples in one bag and 2 in another bag; can we make the bags equal for the two hungry horses?'  explain unfair sharing - 'This one has more because it has 5 and</p>	<p>Play track games where you roll a dice and move the counter along the track.  Make different arrangements with (e.g.) ten. Ensure the children talk about the different arrangements they can see within the whole    Use giant ladybirds to develop number talk e.g. 'There are 5 spots altogether. I can see 4 and 1, I can see 3 and 2, and I can see 1 and 1 and 1 and 1 and 1'  For partitioning numbers in different ways: Numicon towers: layering up Numicon pieces of the same total  put things into two containers in different ways</p>	 <p>Have number shapes hidden around the outdoor area. Give each child a number shape and ask them to find another one the same to make a double. Encourage them to say the double they have found, e.g. Double 5 is 10  Play snap or matching pairs games using pictorial playing cards or dot cards. Encourage the children to say the doubles as they make them. The person with the most doubles or pairs of cards at the end wins the game.  Provide ladybird or butterfly templates and ask the children to use the tweezers to make doubles by adding the same number of pompoms to each side. How many different doubles can they make? Can they make one which is not a double and tell you why?  Provide large paper with a fold down the middle. Encourage the children to make doubles by adding</p>	<p>Provide opportunities for children to group objects in different contexts. Can they give each gingerbread man 3 buttons? Can they give each child 5 carrot sticks during snack. Can they arrange their pebbles into groups of 2? What about groups of 3?  Provide some threading beads or coloured pasta and encourage the children to thread the items in groups to create a necklace. Do all of the necklaces have equal groups? Compare the necklaces. What's the same? What's different?  Ask the children to make groups using the small world animals. Can they make groups of 2? What happens if they make groups of 3? Can they make more groups of 2 or more groups of 3?  Ask the children to get into pairs ready for a game. Are they able to do this? Does that mean that there are an even number or an odd number of players? If there are an odd number of players, how could the problem be</p>





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 <p>Use numeral dice as well as dotted dice in games.</p> <p>Show numerals for how many things children need to put away</p> <p>Have numerals displayed in the classroom and in real life context e.g. on calculators, toy phones, tills.</p>	<p>children to make different patterns with a given number of things.</p> <p>Explore songs; for example, 'Five Currant Buns' - show that the whole is still five, but some are in the shop and some have been taken away; check throughout that there are still five currant buns</p> <p>play skittles and look at how many are standing. How many have fallen over? How many are there altogether?</p> <p>Errors to look out for: missing out an object or counting an object twice</p> <p>when asked how many cars are in a group of four, simply recounting '1, 2, 3, 4,' without concluding that 'there are four cars in the group'</p> <p>when asked to 'get five oranges' from a trayful, a child just grabs some, or carries on counting past five</p> <p>when objects in a group are rearranged, the child (unnecessarily) recounts them to find how many there are</p> <p>difficulties in counting back.</p>	<p>that one only has 3' compare numbers that are far apart, near to, and next to each other.</p> <p>labelling groups with the correct numeral. Do children spot the error if a group is mislabelled? For example, 'The label on the pot says 4 and we have 5 - what do we need to do?' A child may say, 'We need to take one out because we have one too many.'</p> <p>ensuring children focus on the numerosity of the group by having items in the collection of different kinds and sizes</p> <p>make predictions about what the outcome will be in stories, rhymes and songs if one is added to, or if one is taken away.</p> <p>Errors to look out for: children not comparing the numerosity of the group and considering more in terms of size</p> <p>children giving a response that does not match the context when estimating a number; e.g. when adding, giving as an answer a number that is smaller than the numbers given. Example: 'There are 7 cars in a garage and then 2 more go in.' The child guesses there are 4 cars in total inside.</p>	<p>Make number with two different kinds of things. For example, make a fruit skewer with five pieces of fruit, using bowls of bananas/strawberries to choose from; then ask the children to describe theirs. They should compare it with a partner's: 'What is the same about your skewers? What is different?'</p> <p>Bunny Ears: using your fingers like bunny ears. 'With two hands, show me five fingers. Can you do it in a different way?' Or, 'Show five fingers altogether with a friend'</p> <p>Spill the Beans: using double-sided counters or beans, where one side is coloured, throw the collection and note how many of each type can be seen and how many altogether</p> <p>using six bean bags with different fabric on each side, throw the collection and note how many of each type can be seen.</p>	<p>blobs of paint to one side of the paper only. Then fold the paper over to make the double. Can they predict how many blobs of paint there will be altogether if they start with 3 blobs?</p> <p>Errors to look out for: confusion over the 'teen' numbers - they are hard to learn</p> <p>missing a number like 15 (13 or 15 are commonly missed out) or confusing 'thirteen' and 'thirty'</p> <p>Provide quoits or beanbags to throw and hoops or buckets. Encourage the children to devise their own scoring systems where the harder targets score more points. Encourage them to keep a tally of their points as they play. How many different ways are there to score 6 points?</p> <p>Build a repeating ABBC pattern. Ask the children to describe and continue the pattern. Can they identify the unit of repeat? Challenge them to create a different pattern using the same ABBC structure. Can they represent their pattern using drawings or symbols? Can they make their pattern continue around a circle?</p>	<p>solved?</p> <p>Provide pots of items containing quantities from 1 to 10 Ask the children to count the items in each pot and decide if there is an odd or an even quantity. How could they check? They could also make odd and even collections of their own.</p> <p>After reading One Odd Day, encourage the children to create their own odd and even pictures. Look at the pictures together. Is this an odd or an even picture? How do you know? Encourage the children to talk about the pictures. How many odd or even features can they spot?</p> <p>Place the number shapes into a bag. Ask the children to feel inside the bag and find an odd number. How did they know it was odd? Can they find an even number? Can they sort the number shapes into odd and even? Can we line them up to see the odd, even, odd, even pattern as we count?</p> <p>Provide some pictorial mazes for the children to explore. Can they trace their finger through the maze? Encourage them to use blocks to build their own mazes. Can they help a character to find a way out like in The Secret Path?</p> <p>Ask the children to draw or paint maps of familiar journeys or places in stories. For example the mouse's journey in The Gruffulo or the island in Pirates Love Underpants</p> <p>The book How Many Legs? by Kes Gray provides many starting points for exploring counting problems. Encourage the children to create their own nonsense scenarios in the style of the story and calculate how many legs there would be. Challenge the children to build a tower as tall as they can before the timer runs out. How many blocks</p>
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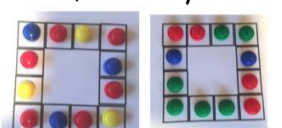





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						<p>did they manage to build? What if each block was worth 2 points? How many points did they score?</p> <p>Prepare a simple map or plan with a route marked on for the children to follow. At the end of the route, hide some treasure for the children to discover and mark the spot with an X!</p>
<p><b>Numerical Patterns</b></p> <p>Doubles</p> <p><b>2+2=4</b></p> 	<p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
	<p>We follow the White Rose Maths scheme for Early Years teaching, and adapt where necessary to fit the needs of the children.</p>					
	<b>Autumn 1 - Busy being me</b>	<b>Autumn 2 - Celebrations</b>	<b>Spring 1 - Magic time machine</b>	<b>Spring 2 - Watch us grow!</b>	<b>Summer 1 - Wet and wild</b>	<b>Summer 2 - Our wonderful world</b>
		<p>Comparing amounts and representing numbers in different ways. e.g. spots on a lady bird, astronauts on planets, groups of dinosaurs in a setting.</p> <p>Combine two groups to find out how many altogether.</p>	<p>Compare items by lining them up in one to one correspondence</p> <p>Compare 2 quantities, then compare 3 or more</p>	<p>Build numbers to 20 and beyond using numicon, ten frames, bead strings, rekenreks,</p> <p>Count on and back beyond 10 recognising the repeating 0-9 pattern</p>	<p>Understand doubling as twice as many.</p> <p>Build doubles using real objects</p> <p>Sort double and non-doubles</p> <p>Share items equally and make equal groups</p> <p>Understand that even numbers are numbers that will share equally into two amounts and odd are numbers that won't.</p>	
<b>In provision</b>			<p>In role play: e.g. in a museum, ten toys need arranging onto the three shelves. How will you organise them?</p> <p>In small world, have more than two places to sort things into</p> <p>Teach then play games such as 'Posh Ducks' (Griffiths, R., Back, J.&amp; Gifford, S. (2016) Making Numbers: Using manipulatives to teach arithmetic OUP): using a set number of ducks, for example ten in three different locations (nest, water, decking), roll the dice and make one group match the amount shown without adding or taking any away.</p>	 <p>Play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, e.g. 'Five toys go into a tent, then two come out. How many are left in the tent?'</p> <p>Utilise classroom routines such as tidy-up time to identify how many are still missing from a pot with a number label.</p>		

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<p><b>Shape, Space and Measure</b></p> 	<p>There are no early learning goals that directly relate to shape space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure</p>	<p><b>Autumn 1 - Busy being me</b></p> <p>Copy and make simple repeating patterns</p> <p>Matching and sorting by colour, size and shape</p> <p>Comparing amounts</p> <p>Compare size, mass and capacity</p>	<p><b>Autumn 2 - Celebrations</b></p> <p>Recognise circles and triangles (use terms side, vertex/vertices for corners, curved, straight)</p> <p>Use positional language, over, under through, around, between, next to</p> <p>Explore shapes with four sides and four vertices, squares, oblongs (rectangles)</p> <p>Use time words night and day and talk about their routine using time words (day, night, morning, afternoon, before, after, yesterday, tomorrow)</p>	<p><b>Spring 1 - Magic time machine</b></p> <p>Compare mass using terms, heavy, light, heavier, lighter, heaviest, lightest</p> <p>Compare capacity using terms, full, nearly full, half full, nearly empty, empty</p> <p>Use language to describe length and height, (tall, long, short, small, wider, narrower)</p> <p>Use words like yesterday, today and tomorrow to describe when events happen</p>	<p><b>Spring 2 - Watch us grow!</b></p> <p>Explore properties of 3d shape</p> <p>Sphere, cube, cuboid, cylinder, cone, square based pyramid, hemisphere</p> <p>Make more complex patterns, (abba, aabaa, aabb, aabbb) To recognise numbers 0-10</p>	<p><b>Summer 1 - Wet and wild</b></p> <p>Match shapes in different orientations</p> <p>Make models of cubes that match</p> <p>Use tangram shapes to create pictures</p>	<p><b>Summer 2 - Our wonderful world</b></p> <p>Investigate making shapes with different shapes e.g. how many shapes can two identical right angle triangles make?</p> <p>Replicate simple constructions, models, and use positional language to describe where objects are in relation to other items</p> <p>Copy, continue and create a wider range of repeating patterns e.g. ABBC</p> <p>Show the children one rabbit. How many ears do they see? Add another rabbit. How many ears now? Continue to add rabbits and count the ears each time. Encourage the children to notice that each rabbit has two ears, every time they add one rabbit they are adding two more ears. Can they continue the pattern?</p> <p>The children are taught that we can make maps and plans to represent places and use these to see where things are in relation to other things. We will provide a range of maps and plans for the children to look at and discuss. What can they see on the map? Where would we put the carpet area on a map of our classroom? We will provide opportunities for them to create their own maps to represent the models they build, familiar places and places in stories.</p>
<p><b>In provision</b></p> <p><b>Throughout the year children will</b></p> <p>ride trikes around interesting routes</p> <p>Use shape and positional knowledge in construction activities</p>	<p>For sorting and patterns: Guess my rule and odd one out activities</p> <p>build towers or trains of different-coloured cubes (continuing patterns horizontally and vertically)</p>	 <p>Look at rangoli patterns - notice how they repeat round a circle</p> <p>make circular patterns using pre-given circles to create a border, such as on or around a paper plate</p>	 <p>exploring and creating patterns on peg boards, with fruit (e.g. fruit kebabs), musical instruments, movements and dance sequences</p> <p>in small world can encourage children to</p>	<p>design a plan for a garden or play area, using a small tray with sand, twigs, building bricks, etc</p> <p>Draw or make a simple map of a route with 'landmarks', e.g. houses and trees</p> <p>Follow a simple map of our local area walk</p>	 <p>Present patterns with deliberate errors. Once children have fixed the pattern, encouraging them to check the 'fix' by tracking the pattern</p> <p>Ask the children to make a pattern with a deliberate mistake and</p>	<p>utilise a range of items in the environment to create patterns such as interlocking cubes and toys, e.g. links, elephants, camels</p> <p>include the following phrasing in discussion and dialogue: 'This is a red blue pattern; this/that; I call it an A (one of these) then a B (one of those).'</p>	

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<p>Print and make pictures and patterns with shapes</p> <p>Access jigsaws</p> <p>Make train track circuits</p> <p>direct a simple robot along a route</p> <p>Use tangrams e.g. 'Can you make a person with the shapes?'</p> <p>construction with structured and unstructured materials</p> <p>making dens with varied materials outdoors.</p>	<p>extend patterns using a wide range of identical objects in different colours, e.g. beads; small plastic toys such as bears, dinosaurs, vehicles. Try to avoid interlocking cubes or bead-threading so children can focus on the pattern rather than their coordination skills.</p> <p>Access a range of patterns to copy. For example, using the plastic bears: big, small, big, small, big... footwear: shoe, welly, shoe, welly..., actions and sounds: jump, twirl, jump, twirl, jump... or clap, stamp, clap, stamp...</p> <p>Collect things in the outdoors environment: leaf, stick, leaf, stick... challenging the child to change one element of the pattern they have created, e.g. 'Can you change the red bear to a blue bear? What is the pattern now?'</p> <p>Work collaboratively with a friend to take turns to create a pattern, e.g. one claps, one gets the red bear, one gets the yellow bear, etc. Challenge friend to continue or copy their pattern.</p> <p>present patterns with deliberate errors, including extra, missing and swapped items,</p> <p>Ask the children to make a pattern with a deliberate mistake and</p>	 <p>Offer a unit of the pattern and asking the child if they can include it in their pattern</p> <p>make patterns around rectangular or other shaped frames - e.g. a photo frame</p> <p>direct each other as robots</p> <p>exploring which patterns work, which don't, and why</p>  <p>design wrapping paper for a specific event that involves creating a pattern which the children can describe.</p> <p>When talking about shapes adults to introduce words to describe properties:</p> <ul style="list-style-type: none"> <li>• curved</li> <li>• numbers of sides and corners (2D) or edges, faces and vertices (3D)</li> <li>• equal sides</li> <li>• parallel sides</li> <li>• angle size, including right angles</li> <li>• 2D shapes as faces of 3D shapes.</li> </ul> <p>making an insect hotel - selecting tube-like shapes from a collection of varied materials, some not fit for purpose</p> <p>Have a water party: creating an extended channel for water to flow from a high container to a low one, some distance away</p> <p>ask questions, for</p>	<p>create borders around defined spaces in the learning environment, i.e. a garden for the teddy bears, an outdoor reading area, etc</p> <p>explore patterns in stories, songs and rhymes and where possible, representing these diagrammatically to support pattern-spotting, and predicting what will happen next, and why</p> <p>Printing with shapes: 'What footprint do you think this cylinder will make? What about if you roll it?'</p> <p>In playdough, make bones of different lengths to compare and measure using cubes</p> <p>Present children with large, light things and small, heavy things, to prevent the over-generalisation that big means heavy and small means light</p> <p>In the water area: adults to encourage children - 'I wonder whose pot will hold the most water?' 'I wonder which ball is the heaviest?'; use a simple spring balance to compare the weight of cargo for a toy boat</p> <p>when comparing directly, finding the odd one out, by providing a varied range of container shapes all containing the same amount of liquid except for one. 'Which one do you think is the odd one out? Why? How will we check? Were we right</p> <p>Set up a balancing station outside with</p>	<p>make shapes with sticks and with their own bodies</p> <p>In playdough, make worms of different lengths to compare and measure using cubes</p> <p>make 3D shapes using interlocking shapes</p> <p>Use pattern blocks to help talk about shapes</p>    <p>Common shape errors to look out for:</p> <p>children thinking that only regular triangles are triangles, only brick-like rectangles are rectangles (i.e. shapes are defined by their image, not by their properties)</p> <p>children thinking that squares are only squares when the bottom is horizontal (i.e. shapes are defined by their orientation)</p> <p>Find things that will fit inside a matchbox in the wild life area.</p>	<p>challenging a friend to spot it.</p>  <p>Refer back to rangoli patterns, making circular patterns such as necklaces, circles of linking elephants or camels. Use pre-given circles to create a border, such as on or around a paper plate, explore which patterns work, which don't and why.</p> <p>In playdough, make snake of different lengths to compare and measure using cubes</p> <p>find which of three pairs of shoes is heaviest for packing in a rucksack for going exploring packing provision for an explorer bag, make sure the lightest items do not get squashed by heavier things.</p> <p>Set up an estimation station and guess how many things are in the jar each day</p>  <p>make biscuits from a given amount of dough - choose cutters to see who will make the most biscuits</p> <p>choose from a selection of spoons, ladles, etc, to see who can fill their pot the quickest with rice. How do you know who will be quickest?</p> <p>measure the growth of a beanstalk or sunflower with interlocking centimetre cubes</p> <p>timers provided for children to set and</p>	<p>Construct patterns with actions and developing symbols to show the pattern and to provide 'instructions' for someone else to follow the pattern</p> <p>Invite friends to copy the pattern from the symbols</p> <p>look at fabric patterns from different cultural traditions: discussing the patterns in terms of what stays the same and what is different</p>
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	<p>challenging a friend to spot it.</p> <p>act out their own versions of well-known stories where characters negotiate routes and obstacles, for example, 'We're Going on a Bear Hunt'</p> <p>Build a house for the three bears</p> <p>events on a class calendar to count down to</p>	<p>example: 'What shapes can you make with three people inside a loop of string? What about with four people?' 'What is the same and what is different about these?'</p> <p>What's in the present? game - cover objects in foil and invite children to justify their guesses about what is inside</p> <p>make arrangements with a selection of different rectangles, including squares use as an idea for printing for wrapping paper</p> <p>make decorations by folding and cutting</p> <p>In playdough, make different sized cakes or presents, weigh them to compare</p>	<p>large scales, with interesting things to weigh. Pose problems relating to weight: 'What can we do to make this side of the see-saw go down?' comparing different parcels, ensuring some of the smaller parcels are heavy, and some of the larger parcels are light.</p>		<p>respond to challenges, e.g. 'I wonder if we can run as fast as a cheetah?', 'I wonder how many hops I can do in ten seconds?', 'I wonder how many times I can write my name in a minute?'</p> <p>Common errors in measures to look out for</p> <ul style="list-style-type: none"> <li>• keeping track of events, e.g. 'Have I had my lunch yet?'</li> <li>• positional language associated with time; muddling the relative terms 'yesterday' and 'tomorrow'</li> <li>• using 'long' to describe the shape of something (e.g. a block that is much longer than it is wide) rather than to compare lengths</li> <li>• not taking into account both ends as the starting and stopping point</li> <li>• not being able to say 'than' in the phrase, 'this is longer than that'</li> <li>• not understanding that units must cover a complete length, with no gaps or overlaps, demonstrated by thinking that measuring is about counting units placed along something, or putting a ruler alongside and saying a number</li> <li>• not understanding that units must be equal.</li> </ul>	
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**Past and Present** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events met in books read in class and storytelling.

	Autumn 1 - Busy being me	Autumn 2 - Celebrations	Spring 1 - Magic time machine	Spring 2 - Watch us grow!	Summer 1 - Wet and wild	Summer 2 - Our wonderful world
<b>Focused learning interactions</b>	Children to work with adults to know when they were born and to identify and document significant events on a time line.	In group discussions, compare and contrast characters and settings from stories and non-fiction when looking at celebrations e.g. Guy Fawkes, The Night Before Christmas,	Children handle objects from the past and discuss (how they feel, smell, what they're made from, what they're used for, who used them) Make a large class	Children taught about life cycle of different plants and animals. Local Area walk to see local shops, houses and find out about what is new	To know about the past through settings, characters and events encountered in books read in class and storytelling Children taught about how habitats are	Show children some examples of different jobs. Visit from emergency services at summer fair to experience what they do. Practise what to do in an

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	<p>Children to work with adults to create a family tree and discuss the jobs and lives of their family members.</p> <p>Children to sequence pictures of development of humans and to identify whereabouts they are.</p>	<p>non-fiction books on different celebrations</p>	<p>timeline showing some significant events and people (e.g. Dinosaurs, first people, Ancient Egyptians, Victorian period (including Mary Anning Paleontologist), Space age, living memory, now)</p> <p>Show children how to research using books or computers to find more information.</p> <p>Group debate: Discuss which time they would like to visit and why? discuss what is similar and what is different about the past. Make an argument to convince others to visit your favourite time.</p>	<p>and what has changed. E.g. the site of the old school, now the community centre.</p>	<p>changing. What they used to be like and what they are like now. Local area walk to Fairfield nature reserve</p>	<p>emergency</p>
<b>In provision</b>	<p>Children bring in pictures from home of them as a baby for the home corner to compare with them now.</p>	<p>Children taught to play 'old fashioned' party games so they can play these independently in provision (pin the tail on the donkey, tray memory game, Simon says, egg and spoon race)</p>	<p>Handling and playing with historical objects like old toys</p>	<p>Children to make life cycle diagrams of different plants and animals looking at how things change over time</p>	<p>Role play: playing as different occupations, being vets, doctors, explorers</p>	<p>Role play: variety of dressing up clothes for playing different occupations.</p>
<p><b>People, Culture and Communities</b></p> 	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>					
	<p><b>Autumn 1 - Busy being me</b></p>	<p><b>Autumn 2 - Celebrations</b></p>	<p><b>Spring 1 - Magic time machine</b></p>	<p><b>Spring 2 - Watch us grow!</b></p>	<p><b>Summer 1 - Wet and wild</b></p>	<p><b>Summer 2 - Our wonderful world</b></p>
<b>Focused learning interactions</b>	<p>Talk about what makes a community - where you live, what you believe, where you like going to, what you like doing etc)</p> <p>Start a floor book for Geography and History to refer to later in the year and add children's learning to.</p>	<p>Children taught about different celebrations from around the world (show on maps where different celebrations happen)</p> <p>Children taught the Nativity story.</p> <p>Discuss the food people have at celebrations. Try some examples and make some bread.</p>	<p>When looking at early humans, look at map of Africa and explain most scientist think the first humans came from there. Then they spread all around the world. Look at some things e.g. paper and fireworks from china, camera from the middle east, the telephone and the computer in Britain - refer back to what they know about other countries from previous topic</p>	<p>Local Area walk to see the Priory and the castle, find out about its history and its importance in our community.</p>	<p>Look at map of our local area. Compare with a satellite image and pictures that they recognise. Show how symbols are used to represent things. Teach children to draw their own maps.</p>	<p>Turn the outside classroom in a waiting lounge, check in desk and inside into the inside of a plane. Pretend to fly to other countries. When landing there experience some aspects of their culture like food, clothes, music.</p> <p>Use google maps (alternating between maps and street view) to find out where school is and where their home is? Can they direct us from one place to another.</p>
<b>In provision</b>	<p>Mini-me photos of children in class to be used in small world activities throughout the year. Use these to</p>	<p>Pretend candles and food for setting out a table for Hanukah or thanks giving.</p> <p>Pretend fire</p>			<p>Compasses and maps in explorer's area for children to use.</p> <p>Children can make their own maps to show where</p>	<p>Make passports to travel to other countries</p> <p>Write postcards from other countries using pictures of people and</p>

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<p>talk about different physical characteristics, and use them in a variety of situations to demonstrate a 'can do' attitude.</p> <p>Globe out in classroom throughout the year for children to explore and use</p>	<p>materials for celebrating e.g. winter solstice, bonfire night, Halloween</p> <p>Pumpkin to explore, take out the insides, design a face and help carve out (children can do their own avocado ones)</p> <p>Make Chinese dragon masks or animals relating to the zodiac year (Rat, Ox, Tiger, Rabbit 2023, Dragon 2024, Snake, Horse, Sheep, Monkey, Rooster, Dog and Pig)</p> <p>Make diva lamps out of clay</p> <p>Make rangoli patterns</p> <p>Use henna to decorate their hands</p>		<p>rare animals are.</p>	<p>places there.</p>
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**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 in class. Understand some important processes and changes in the natural world around them including the season and changing states of matter.

Every week children will explore our Wildlife area where a multiple learning opportunities will happen that can't always be accounted for. Some of these will be mentioned below but more will happen in response to the changes in the environment and what children observe and take an interest in.





	<b>Autumn 1 - Busy being me</b>	<b>Autumn 2 - Celebrations</b>	<b>Spring 1 - Magic time machine</b>	<b>Spring 2 - Watch us grow!</b>	<b>Summer 1 - Wet and wild</b>	<b>Summer 2 - Our wonderful world</b>
<p><b>Focused learning interactions</b></p>	<p>Go on a late summer/autumn sensory walk noticing what is happening around the school. e.g. fruit on trees, some flowers have gone to seed, seeds and nuts from trees. Visit school pond.</p> <p>With children, pick a tree and/or an area that they can take a photo of to notice how it changes. Take photos of this throughout the year to compare.</p> <p>Teach respect, care and safety for the natural environment. Don't pick anything that is alive. Leave the environment how you found it. Keep hands away from mouths when</p>	<p>Go on an autumn/early winter sensory walk recognise the signs of change. Talk about the cycle of growth and decay and how the leaves falling off help the soil and other animals.</p> <p>Help make compost and monitor for mini-beasts.</p> <p>When looking at maps for different cultures and celebrations, highlight the oceans and land that make up the world and the overall shape of the world.</p>	<p>Go on a winter sensory walk notice signs of winter. Visit school pond the tree they picked.</p> <p>Go an animal, mini-beast and plant hunt. What is still growing? what is still moving? Where has all the other life gone?</p> <p>Explore frozen puddles, icicles, in the environment.</p> <p>Explore how salt is used to melt ice</p>  <p>Free animals from being frozen in ice.</p> <p>Explore how other things melt - e.g. chocolate, butter,</p>	<p>Go on a spring sensory walk visiting the same areas as before. Notice early buds on trees, new shoots, early flowers like snow drops, bluebells, crocuses</p> <p>Discuss how features of school environment differ from their home</p> <p>Learn how to plant seeds and look after them</p> <p>Learn about lifecycles of plants and animals</p> <p>Use aluminum trays to plant their own meadow and discuss the importance of wild patches in the world, like nature reserves, and how they could set up their own wild patch in their garden.</p>	<p>Go on a spring/summer sensory walk visiting the same areas as before. Notice blossom on trees, sticky sycamore leaves, pollinating insects, dandelions, daisies, tulips, birds nesting in bird boxes</p> <p>Have a visit from some animals e.g. the North West Mini-beast roadshow</p> <p>Teach children what pollution means and how to care for our world and oceans. Go on a litter pick around school.</p> <p>To know that some animals are nocturnal and some are diurnal - talk about how they are adapted for this.</p> <p>Teach children that a habitat is a place where plants and animals live and there are lots of different habitats around the world. Look at some</p>	<p>Go on a summer sensory walk noticing the signs of summer. The heat from the sun and how it is different in the shade. Wider variety of flowers, plants and mini-beasts around.</p> <p>To know about and recognise the signs of Summer</p> <p>Place some human-made things around the wild life area - children have to find human-made things.</p> <p>Place some natural things around a tree in the wild life area that are unusual e.g. a flower on a leaf, a rock balancing on a branch, a shell by a root. Children to notice that they are natural but in an usual place.</p>




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	getting mucky in nature. Be mindful of your surroundings. Watch out for harmful plants e.g. nettles, brambles, hawthorn, holly,  Children make habitats for mini-beasts and to look for other signs of animal life around the school and how we can look after them		Use bottles of water to experiment and explore how ice expands when it freezes and that it floats. Use bottles of water to experiment with this.  Teach children the clues for identifying which dinosaurs or prehistoric animals are herbivores (plant eaters) or carnivores (meat eaters)		videos of different habitats.  Explore our local habitat with a walk to Fairfield nature reserve.  Go pond dipping in school pond	
<b>In provision</b>	Adults to model using 'I wonder why/how...' prompts in relation to natural environment.  Set up a curiosity station for children to put objects in that make them wonder.	Make natural pictures from leaves. range of different colours. Make leaf pictures by sticking leaves, moss and sticks to a paper to create a leaf man.  Use leaves and natural materials to paint onto fabric	Sort animals into herbivores and carnivores  Make clay dinosaurs and pre-historic animals.  Make fossil imprints of dinosaurs  Make spring headdresses	Match animals with their young  Plant some vegetables: radish, nasturtiums, Japanese turnip, lettuce  Make clay green men to go on trees  Use flowers to hammer on to fabric to make flags.	Sort animals into where they live, nocturnal or diurnal, or other ways e.g. their physical features. Make clay animals, focusing on the different features they have.  Plant sunflower seeds and wildflower seeds in allotment. Plant sunflower seeds in pots in classroom.  Plant pak choi, baby carrots, pot marigolds, chives	Harvest grown fruit and vegetables  Find different objects (human made and natural) and explore what floats and what sinks.  Make boats out of bark and soft pieces of wood.
<b>Technology</b> 	There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision					
	<b>Autumn 1 - Busy being me</b>	<b>Autumn 2 - Celebrations</b>	<b>Spring 1 - Magic time machine</b>	<b>Spring 2 - Watch us grow!</b>	<b>Summer 1 - Wet and wild</b>	<b>Summer 2 - Our wonderful world</b>
<b>Focused learning interactions</b>	What technology do you have at home? What do you use?  Teach children how to take a photo using ipads. Experiment with editing photos.  Teach words input and output (e.g. input is pressing play, output is the cd player plays music)  <b>e-safety rules revisited throughout the year:</b> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about	Program a beebot to move and change direction.  Explore old forms of technology e.g. old phones, etch-a-sketch and compare with new forms, like sketch app on ipads.  Use some apps on ipad and interactive whiteboard.  To understand the basic functions of an iPad (home button, lock button and volume buttons)	Use book creator app to add a picture, text and sound.  Teach children that information may be stored on a digital device	Use ipad to take pictures of a plant and know how to zoom in and out.  Use digital microscope to examine mini-beasts, plants and materials up-close	Use ipads to scan a QR code to find out more about animals (QR code created from thinglink.com)	Use google maps to plot a route from school to somewhere in their local environment.

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	themselves to know that not everything they see on the internet is true					
<b>In provision</b>	Make marks on a digital device to communicate their ideas (drawing on ipads, lcd writing tablets, interactive whiteboards)  CD player with music, stories and books available	Use beebots and maps to help navigate beebots around an environment.	Ipads available at certain times throughout the year for children to use book creator app, sketch app, for taking and editing photos, and scanning qr codes that link to information or videos.	Make and use maps with beebots	Make and use maps with beebots	
<b>Creating with Materials</b> 	<p><b>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</b></p> <p>Once children have been taught a skill, many of these focused learning interactions will be placed in provision for children to access independently.</p>					
	Whole school art focus on drawing	Whole school art focus on painting		Whole school art focus on sculpture		
	<b>Autumn 1 - Busy being me</b>	<b>Autumn 2 - Celebrations</b>	<b>Spring 1 - Magic time machine</b>	<b>Spring 2 - Watch us grow!</b>	<b>Summer 1 - Wet and wild</b>	<b>Summer 2 - Our wonderful world</b>
<b>Focused learning interactions</b>	<p>Teach children how to draw simple faces which show expression</p> <p>Show children how to combine shapes to make pictures of people and animals.</p> <p>Use mirrors to look at your features, carefully draw a picture of yourself</p> <p>Paint a self-portrait (repeated throughout the year for children to see progression)</p>	<p>Paint firework pictures using different brushes or materials for effect</p> <p>Continue to show children how to combine shapes to make pictures of people, animals and buildings. Draw a celebration scene.</p> <p>Make celebration cakes</p> <p>Explore their senses when making popcorn.</p> <p>Make bread to be roasted on a stick over a fire in wildlife area.</p>	<p>Look at some examples of cave-art and make stone-age style paintings</p> <p>Use stencils to make rubbings of dinosaurs and prehistoric animals</p> <p>Paint a self-portrait</p> <p>Make stone age style bread</p> <p>Look at modernist painting - make a shape picture that shows how they feel in the style of Kandinsky</p> <p>Use pipettes to make a painting in the style of Pollock.</p>	<p>Mix primary colours to make secondary colours to paint a rainbow</p> <p>Paint their own meadow - mixing colours and using finger prints for bees and flowers.</p> <p>Make leaf and bark rubbings.</p> <p>Use natural materials to paint with.</p> <p>Make fruit kebabs</p> <p>Make a sunflower picture in the style of Van Gogh.</p>	<p>Use clay and salt-dough to make simple animals e.g. hedgehogs, snails, snakes, birds</p> <p>Use ripping and cutting to create a mixed media collage of a camouflaged animal face</p>  <p>Make a junk model animal</p> <p>Make a Handa's surprise fruit smoothie</p> <p>Use watery colours to make a painting in the style of Monet's Water Lillies.</p>	<p>Make and paint a junk model monument e.g. Eiffel tower, Williamson park, Mount Everest.</p> <p>Make an model earth out of clay, split in half and hollow out a centre to use for storing seeds. To teach children how art can give a message i.e. 'the world is in your hands' Look at <a href="#">recent work of some school children:</a></p>  <p>Paint a self portrait</p>
<b>In provision</b>	<p>Make mix up of children's faces with different features to mix and match.</p> <p>Do an observational drawing of their pet, friend or family member.</p>	<p>Design their own celebration cake</p> <p>Design their own time-machine.</p> <p>Cut up pictures of people having a celebration to make a collage of a party in the style of Peter Blake</p>	<p>Use dinosaur footprints to make large scale 'fossil' painting of dinosaurs walking.</p> <p>Have pictures of dinosaurs and prehistoric animals for children to copy</p> <p>Look at pictures of Andy Goldsworthy when making natural pictures or sculptures in the</p>	<p>Make insects using plates/card, hole punches and pipe cleaners</p> <p>Use leaf stencils and different shades of green to create a habitat picture for insects.</p> <p>Use garden magazines to make a collage of a garden.</p>	<p>Paper plate African necklaces</p>  <p>Make paper plate jelly fish</p> <p>Make a clay fish then paint to create their own rainbow fish</p> <p>Cut and make animal masks, spiral snakes and leaves to hang in the classroom.</p>	<p>Make a junk model vehicle to carry you around the world</p> <p>Make aboriginal art using cotton buds</p> <p>Experiment with colour mixing to make underwater pictures</p>

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			wildlife area  Make junk model jet packs for travelling in space	Do an observational drawing of a flower or a leaf.	Follow step by step how to draw animal instructions.  Collage of animals - make mix up of animals features.	
<p><b>Being Imaginative and Expressive</b></p> 	<p><b>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</b></p>					
	<p>In addition to creating music in specific lessons, and having instruments in the provision, we also use Charanga (an online learning platform) to help children learn some essential musical concepts. Children regularly have a chance to recount a story, scribed by an adult, and then have it performed in front of the class.</p>					
	<b>Autumn 1 - Busy being me</b>	<b>Autumn 2 - Celebrations</b>	<b>Spring 1 - Magic time machine</b>	<b>Spring 2 - Watch us grow!</b>	<b>Summer 1 - Wet and wild</b>	<b>Summer 2 - Our wonderful world</b>
	<p>Introduce Charanga to the children which covers a range of nursery rhymes and songs.</p> <p>Focus on singing nursery rhymes in first term.</p>	<p>Singing and performing in school nativity. When practicing songs introduce terms loud, quiet, fast and slow, chorus and verse.</p> <p>Learn some celebration songs e.g. from other cultures.</p>	<p>Explore some music from the past and discuss how it makes them feel and what instruments they can hear.</p> <p>Use elder sticks to hollow out and make holes for a stone-age style flute.</p>	<p>Use instruments to add sound effects to a nursery rhyme and stories (How does your garden grow and Jack and the Beanstalk)</p> <p>Teach children some bird songs and ways to remember them then make a class bird chorus</p>	<p>Visit from music specialist from Lancaster Priory</p> <p>Make a rainforest soundscape in the wildlife area using body percussion</p>	<p>Listen and respond to music from different cultures</p> <p>Learn some Indian bangra dances</p>
	<p>A music station available throughout the year for children to explore and make songs. Ribbons and scarves also available for children to dance with.</p> <p>Coloured cards used to create patterns to copy on chime bars.</p> <p>Use traditional tale props to retell stories</p>	<p>Nativity songs on a cd for children to sing along to.</p> <p>Tell stories with shadow puppets of Chinese zodiac</p>	<p>Selection of children's songs from the past for children to explore</p>	<p>Bird songs on CD for children to listen to.</p> <p>Press and play books of animal noises for children to explore.</p>	<p>Story books for children to follow along to e.g. commotion in the Ocean, rumble in the jungle series, the owl who was afraid of the dark</p> <p>Use animal puppets to tell stories</p>	<p>Make a video using green screen pretending that they are in a different country.</p> <p>Perform some folk stories as a class from different cultures. Children to make up their own stories and act them out.</p>