



“Successful learners, Teamwork, Aspire and Achieve, Right, Respect and Responsibilities and Shine.”

EYFS Curriculum – 2023/2024

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment		Baseline Assessment Writing, comm&lang Name Writing Writing Grip/dominant hand	Name Writing Writing Grip/dominant hand Number Check point. Phonic Assessment	ELG predictions Name Writing Writing Grip/dominant hand Independent Write	Name Writing Writing Grip/dominant hand Number Check point Phonic Assessment	Name Writing Phonic assessment Writing Grip Independent Write and Recall.	EYFSP Transition Records
Core texts	Starlets	Nursery Rhyme Focus Rosie's Walk We're Going on a Bear Hunt (Reading Spine) The Little Red Hen	Goldilocks and the three bears (Trad tale) Polar Bear Polar Bear	Dear zoo (Reading spine) Handa's Noisy Night	Oliver's Vegetables Jaspers Beanstalk (Reading Spine) The Very Hungry Caterpillar (Reading Spine)	The Runaway Train Mr Gumpy's outing (Reading Spine) On the moon	Sandcastle Sharing a shell Bright Stanley
	Reception	The 3 little pigs (Trad Tale) Farmer Duck (Reading Spine) The Little Red Hen The dot	Little Red Riding Hood (Trad tale) Owl Babies (Reading Spine) Stick Man	Handa's Surprise (Reading Spine) Anansi the spider	Jack and the Beanstalk (Trad tale) Mr Wolf's Panckaes	The Train Ride (Reading Spine) Whatever Next (Reading Spine)	Lucy and Tom at the Seaside. Rainbow Fish Sally and the limpet
Topic Themes	Starlets	Over, under, up and down.	Beware Bears!	Animal Adventures	What's in the garden?	Honk Honk, toot, toot	At the seaside
Topic Themes	Receptio	Down upon the farm	Forest Fun	Amazing Africa	In the garden	Journeys	At the seaside
Wonderful Learning	Starlets	Observe seasonal changes. Focus on leaves. Autumn	Observe seasonal changes. Autumn/Winter	Observe seasonal changes. Winter	Observe seasonal changes. Winter/Spring	Observe seasonal changes. Spring/Summer	Observe season changes. Summer

		<p>Handle natural materials/ Use senses to make observations. Horse chestnuts, sweet chestnuts, acorn, fungi.</p> <p>Discovering Blackberries.</p>	<p>Woodland wildlife</p> <p>Begin to understand and show respect and care for the natural environment and all living things.</p>	<p>Identifying animal tracks.</p>	<p>Begin to understand the conditions needed for growth and care of plants.</p>	<p>Explores materials natural and manmade.</p> <p>Repeating patterns</p>	<p>Leaf and bark rubbing.</p> <p>Different leaves</p>
	Reception	<p>Understand the effects of changing seasons - Autumn.</p> <p>Use their senses to observe the world around them.</p> <p>Make observations using their senses.</p> <p>Introduction to Forest Schools. Establishing Rules, routines, and procedures.</p> <p>Health and safety.</p> <ul style="list-style-type: none"> Den building – make a house of sticks. Natural sculptures 	<p>Understand the effects of changing seasons Autumn/Winter</p> <p>Use their senses to observe the world around them.</p> <p>Make observations using their senses.</p> <ul style="list-style-type: none"> Woodland habitat Focus on trees. Observational drawing of a tree. Leaf identification Leaf rubbing combine with water colour. Clay hedgehogs 	<p>Understand the effects of changing seasons Winter.</p> <p>Use their senses to observe the world around them.</p> <p>Make observations using their senses.</p> <p>Caring for the environment. Winter and wildlife.</p> <p>Processes and changes – Freezing and melting. Cold/hot</p>	<p>Understand the effects of changing seasons. Winter/Spring</p> <p>Use their senses to observe the world around them.</p> <p>Make observations using their senses.</p> <p>Processes Germination</p>	<p>Understand the effects of changing seasons Spring/Summer</p> <p>Use their senses to observe the world around them.</p> <p>Make observations using their senses.</p> <p>Using a map, identifying areas. Following a map</p> <p>Processes and changes Light and dark</p>	<p>Understand the effects of changing seasons Summer</p> <p>Use their senses to observe the world around them.</p> <p>Make observations using their senses.</p> <p>Processes and changes. Floating and sinking</p>

Cultural capital	Sept 15 th International Dot Day (The dot) Harvest	Oct 31 st Diwali Nov 5 th Bonfire Night Nov 11 th Remembrance Day Nov 30 th St Andrews Day Dec 25 th Christmas Day	Feb 10 th Chinese New year – Year of the Dragon. Feb 14 th Valentine's Day	Feb 13 th Shrove Tuesday March 10 th Mother's day March 31 st Easter Sunday March 1 st St David's Day March 17 th St Patrick's Day	April 23 rd St George's Day April Beep Beep Day	June 29 th International mud day. June 16 th Father's Day
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Areas of Learning

Phonics Rising Stars	Starlets	<div>Phase 1</div> <div><p>Aspect 1: General sound discrimination- Environmental sounds.</p><p>Aspect 2: General sound discrimination – Instrumental sounds.</p><p>Aspect 3: General sound discrimination – Body percussion.</p><p>Aspect 4: Rhythm and rhyme</p><p>Aspect 5 Alliteration</p><p>Aspect 6: Voice Sounds</p><p>Aspect 7: Oral blending and segmenting</p></div>										
	Reception	Letter-sounds	Recognises, says and identifies s, a, t, i, p, n, m, d, g, o, c, k	Letter-sounds	Recognise s, says and identifies ck, e, u, r, h, b, f, ff, l, ll, ss Letter formation	Letter-sounds	Recognises, says and identifies j, v, w, x, y, z, zz, qu	Letter-sounds	Recognises, says and identifies ch, sh, th, ng, ai, ee, igh, oa, oo, oo	Letter-sounds	Recognises, says and identifies ar, or, ur, ow, oi, ear, air, ure, er	Letter-sounds

		Blending	Can orally blend words	Blending	Can blend simple words using known letter-sounds Reads Pink Rocket Phonics* books	Blending	Can blend simple words using known letter-sounds Reads Pink/Red Rocket Phonics* books	Blending	Can read words with different structures, e.g. CCVC, CVCC, CCVCC Reads Red Rocket Phonics* books	Blending	Can read words with adjacent consonants Reads Red/Yellow Rocket Phonics* books	Blending	Reads Yellow Rocket Phonics books Reads Yellow/Blue Target Practice reading books
		Segmenting	Can orally segment words with support	Segmenting	Can segment simple words with support	Segmenting	Can segment simple words with support	Segmenting	Can segment and write simple words	Segmenting	Can segment and write simple words	Segmenting	Writes simple sentences
		Letter formation	Begins to form letters correctly with support	Letter formation	Forms most taught letters correctly	Letter formation	Forms most taught letters correctly	Letter formation	Forms most taught letters correctly	Letter formation	Forms letters correctly	Letter formation	Forms letters correctly; sits letters on writing line

		CEW	I to the no go into	CEW	I to the no go into	CEW	he she me we be you was they all are my her	CEW	he she me we be you was they all are my her	CEW	Some, one said come so do so where when have there out like little what	CEW	Some, one said come so do so where when have there out like little what
Number – Starlets	Number	<u>Number to 3</u> Subitise, recognise quantity without counting. Say number names in to 3 and beyond. Count with 1:1 correspondence. Know the total by knowing the last number tells you how many. Show finger numbers. Experiment with mark making – investigating 1, 2 and 3. Solve real world problems. Use mathematical language more than fewer than, same.				<u>Numbers to 5</u> Subitise and recognise quantity without counting. Count from a larger number. Count with 1:1 correspondence. Know the total by knowing the last number tells you how many. Show finger numbers. Link numerals and amounts. Experiment with marking making symbols and numerals. Solve real world problems. Use mathematical language more than fewer than, same.				<u>Numbers to 5 and beyond</u> Count from a larger number. Count with 1:1 correspondence. Know the total by knowing the last number tells you how many. Show finger numbers. Link numerals and amounts Experiment with marking making symbols and numerals. Solve real world problems. Use mathematical language more than fewer than, same.			
	Numerical pattern	Recite to 3 and beyond. Make comparisons in size and length. Make repeating patterns Understand positional language.				Recite to 10 and beyond. 2d and 3d shapes. Make comparisons in size and weight.				Recite to 10 and beyond. Use and respond to positional language. Make and spot errors in repeated patterns. Make comparisons in size and capacity.			

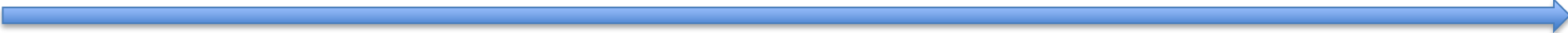
Number – Reception NCETM MASTERING NUMBER		Strand/ Half-term	Subitising	Cardinality, ordinality and counting Counting to 20 and beyond	Composition	Comparison
Number	1	Children will:	<ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. 	<ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. 	<ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. 	<ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.
	2	Children will:	<ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. 	<ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. 	<ul style="list-style-type: none"> explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. 	<ul style="list-style-type: none"> compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.
	3	Children will:	<ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns. 	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number. 	<ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. 	<ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal.
	4	Children will:	<ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. 	<ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. 	<ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10. 	<ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the 'how many-ness' of a number, and its position in the number system.

		5 Children will: <ul style="list-style-type: none"> continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. 	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting. 	<ul style="list-style-type: none"> explore the composition of 10. 	<ul style="list-style-type: none"> order sets of objects, linking this to their understanding of the ordinal number system.
		6	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.		
	Numerical pattern	Compare size, mass, and capacity. Exploring Pattern 2d shapes Count to 5 and beyond	Compare length and height. 3d shapes Verbally count beyond 10, recognise the pattern of the counting system. Comparing quantities.	Counting to 20 and beyond Comparing quantities	

Personal, social and emotional development (Com& lang) <div> <div>Developing Managing Self, Building Relationships, Self-Regulation</div>  </div>						
Reception - Jigsaw	Starlets					
	<div> <div> <p>Explores the environment, interacts with others, plays confidently with a familiar adult close by.</p> <p>Enjoys playing alone and alongside others, is interested in being with other children.</p> <p>Asserts their own ideas and preferences.</p> <p>Builds relationships with special people.</p> <p>Is becoming more able to separate from carers.</p> <p>Notices when others become upset.</p> <p>Knows their name.</p> <p>Is becoming aware of their own unique abilities.</p> <p>Can feel overwhelmed by intense emotions.</p> <p>Seeks comfort from familiar adults when needed.</p> </div> <div> <p>Shows greater understanding that other people have perspectives, ideas and needs that are different to theirs.</p> <p>Shows empathy and concern for people.</p> <p>Is beginning to be able to co-operate with greater independence.</p> <p>Is developing an understanding of an interest in ethnicity and ability.</p> <p>Is gradually learning their actions have consequences.</p> <p>Is sensitive to communication from peers (appreciation or criticism)</p> <p>Is becoming able to think about their feelings.</p> <p>Responds to the feelings of others, showing care and concern.</p> </div> <div> <p>Seeks out others to share experiences with.</p> <p>Enjoys a sense of belonging through being involved in daily tasks.</p> <p>Shows their confidence and self esteem through trying new things, taking risks, new social situations and asking adults for help.</p> <p>Talks about how others might be feeling.</p> <p>Is increasingly able to recognise the impact of their choices and behaviours/actions.</p> <p>Know that some actions and words can hurt.</p> <p>Greater ability to adapt behaviour for events, social situations, changes in routine.</p> </div> </div>					
Reception - Jigsaw	<u>Being Me in my world</u>	<u>Celebrating Difference</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
	Self-identity Understanding feelings Being in a classroom Being gentle Rights and Responsibilities	Identifying Talents Being Special Families Where we live Making Friends Standing up for yourself	Challenges Perseverance Goal Setting Overcoming Obstacles Seeking help Jobs Achieving Goals	Exercising Bodies Physical Activities Healthy Food Sleep Keeping Clean Safety	Family Life Friendships Breaking Friendships Falling out Dealing with Bullying Being a good friend.	Bodies Respecting My Body Growing up Growth and Change Fun and Fears Celebrations

C & L	Starlets	<p>Carpet time expectations for listening. – sitting, looking at the teacher.</p> <p>Uses vocabulary for social interactions. Please, thank you, stop, sorry.</p> <p>Uses vocabulary linked to focus texts.</p> <p>Vocabulary linked to Harvest. Baking bread.</p> <p>Naming colours.</p> <p>Positional language (Rosies Walk)</p>	<p>Responds when prompted by an adult.</p> <p>Listens to and follows simple instructions.</p> <p>Can use an appropriate oral response to an adult.</p> <p>Can name emotions: happy, sad, angry.</p>	<p>Can follow a two-part instruction.</p> <p>Can listen to longer stories.</p> <p>Understands two-part questions.</p> <p>Can talk about the stories they have listened to.</p> <p>Responds in conversation with peers.</p> <p>Can name emotions: Lonely, shy, worried.</p>	<p>Can recall the stories they have listened to.</p> <p>Responds to who and where questions.</p> <p>Uses talk to organise in their play.</p> <p>Uses vocabulary linked to curriculum topics.</p> <p>Can name emotions: Brave</p>	<p>Uses talk to organise themselves</p> <p>Uses modelled language with greater independence.</p> <p>Can retell events from their own experiences.</p> <p>Participates with good attention and listening in a range of situations.</p> <p>Can name emotions: Embarrassed.</p>	<p>Can retell a known or own story with props and resources</p> <p>Can answer 'why' questions</p> <p>Responds in conversation with adults and peers sticking to main theme or topic.</p> <p>Can name emotions: Jealous</p>
		<p><u>Rhyme Time</u> Peter Rabbit had a fly. Teddy Bear, Teddy Bear.</p>	<p><u>Rhyme Time</u> Twinkl Twinkl Little Star</p>	<p><u>Rhyme Time</u> Incy Wincy spider</p>	<p><u>Rhyme Time</u> Mary Mary Quite Contrary.</p>	<p><u>Rhyme Time</u> The Grand old Duke of York. Five little Peas</p>	<p><u>Rhyme Time</u> Row, Row, Row your boat 1 2 3 4 5 once I caught a fish alive.</p>
	Reception	<p>Responds to cues to listen.</p> <p>Is beginning to understand why listening is important.</p> <p>Knows how to listen carefully.</p> <p>Uses social phrases.</p>	<p>Actively listens in story time.</p> <p>Uses talk to solve problems. 'Stop I don't like it'</p> <p>Compare and contrast characters.</p>	<p>Can retell events.</p> <p>Asks questions to find out more or clarify understanding, thinking.</p>	<p>Can talk about the plot and characters in a story.</p> <p>Compare and contrast characters.</p>	<p>Is using well-formed sentences to convey meaning, thoughts, and ideas.</p>	<p>Listens actively and responds appropriately.</p> <p>Retell stories and events with some details.</p> <p>Can maintain conversation around a topic/story.</p>

		Answer Where, who, what, why, how questions. Uses new vocabulary from text and learning. Opportunities to explore non-fiction texts					
		Link Charanga - Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks, Name Song, Things For Fingers, I'm a little teapot, The Grand Old Duke of York, Ring O Roses, Hickory Dickory Dock, Not too difficult, The ABC song, Wind the Bobbin up, Rock-a-Bye-Baby, Five Little Monkeys Jumping On The Bed, Twinkle Twinkle, If You're Happy and You Know It, Head, Shoulders, Knees and Toes, Old MacDonald, Incey Wincey Spider, Baa Baa Black Sheep, Row Row Row The Boat, The Wheels On The Bus, The Hokey Cokey					
Literacy (see phonics section)	Starlets	<p>Knows the meaning of print in the environment – name labels, stop sign.</p> <p>To develop understanding of words and pictures.</p> <p>Learn vocabulary associated with class texts – children to 'read' class texts along with the teacher.</p> <p>Join in with repeated words and phrases.</p> <p>Mark makes – directed and independent.</p>		<p>Shows an awareness of rhyme e.g. matching rhyming pictures, signaling when they can hear rhyming words.</p> <p>Suggest rhyming words.</p> <p>Joins in with rhymes and rhyming stories.</p> <p>Count or clap syllables in words.</p> <p>Mark makes – directed and independent to include pre- writing shapes and lines.</p>		<p>Begin to orally blend vc and cvc words.</p> <p>Begin to orally segment vc and cvc words.</p> <p>Recognise words with the same initial sounds.</p> <p>Engage in extended conversations about stories and learn associated vocabulary.</p> <p>Knows that print has different purposes.</p> <p>To use the vocabulary title, page, front cover.</p> <p>Write some letters accurately including letters from their name.</p>	
	Reception	<p>Writing expectations:</p> <p>Give meaning to marks they make.</p> <p><u>Possible outcomes:</u></p> <p>Draw a picture (of family) and write (expect marks or may tell you they cannot write).</p> <p>Language assessment – Tell me about your picture, scribe response.</p>	<p>Writing expectations:</p> <p>Introduce, finger spaces, bossy fingers, phonic fingers. Give meaning to the marks they make.</p> <p>Dictated captions.</p> <p><u>Possible outcomes:</u></p> <p>Take picture of Diwali pot.</p> <p>Dictated sentence (Focus Group) It is a pot.</p> <p>Draw and write about Halloween (expect marks or may tell you they cannot write). - Language assessment – Tell me about your picture, scribe response.</p>	<p>Writing expectations:</p> <p>Greater range of phonics used when writing single words, using words in a list.</p> <p>Focus group writing.</p> <p><u>Possible outcomes:</u></p> <p>Christmas recount – supported writing opportunity.</p> <p>H</p> <p>Handa's surprise, write list of animals or fruit - supported.</p> <p>Write about an experience eg Chinese New Year, Valentines biscuits or</p>	<p>Writing expectations:</p> <p>Greater range of phonics used when writing, words and short phrases.</p> <p>Independent assessment – recount write.</p> <p>Focus group writing</p> <p><u>Possible outcomes:</u></p> <p>Story map – Jack and the beanstalk. (whole class or individual)</p> <p>Caption write eg. Jack climbed up the beanstalk.</p>	<p>Writing expectations. Word lists, short phrases, and sentences - linked to core texts Introduce success criteria into books worksheets.</p> <p>Bossy fingers, phonic fingers, finger spaces, full stop.</p> <p>Modelled and shared writing.</p> <p>When appropriate introduce independent write</p> <p><u>Possible outcomes:</u></p> <p>Postcard</p> <p>What shall I see?</p>	<p>Writing expectations. Words, lists, short phrases, and sentences - linked to core text.</p> <p><u>Possible outcomes:</u></p> <p>Independent write:</p> <p>Recount following half term break.</p> <p>Modelled and shared writing.</p> <p>When appropriate introduce independent write and Focused group write.</p> <p>Seaside recount</p>

			<p>Sequence pictures of Owl babies. Scribe recall of what happened.</p> <ul style="list-style-type: none">	<p>recount from holiday – supported</p>	<p>Life cycle writing - supported.</p> <p>Labelling a plant - supported</p> <p>Caption writing: Seeds need - supported.</p>		<p>Story sentence. One hot day Lucy and Tom went to the seaside.</p> <p>Independent</p> <p>List of items to go to the moon.</p> <p>I can see from my train window.</p>
		<p><u>Phonic expectations</u></p> <ul style="list-style-type: none">Whole class/small group letter formation	<p><u>Phonic expectations</u></p> <p>Introduce booklets (set section expectations)</p> <ul style="list-style-type: none">Small group work cvc writing using known sounds. <p>Unscramble words</p>	<p><u>Phonic expectations</u></p> <ul style="list-style-type: none">Whole class - word and short phrases e.g., it is hot.Continue to develop use of phonic booklets. <p>Understanding of each section.</p>	<p><u>Phonic expectations</u></p> <p>Introduce booklet as morning activity</p> <p>completing sections 1 and 2 independently.</p>	<p><u>Phonic expectations</u></p> <p>Complete section 1,2 and (3 when appropriate) independently as morning activity.</p> <p>Complete page following phonic input.</p>	<p><u>Phonic expectations</u></p> <p>Full access to phonic books.</p>
		<p><u>The Developing Reader</u></p> 					
		<p>Listens and joins in with stories and poems, when reading one to one and in a small group.</p> <p>Joins in with repeated phrases, anticipates key events.</p>	<p>Handles books carefully.</p> <p>Growing phonemic and phonological awareness.</p> <p>Knows information can be relayed through print.</p>	<p>Knows that information can be retrieved from books.</p> <p>Can recall and discuss stories or information that has been read to them or they have read themselves.</p>			

		Begins to be aware of story structure. Talks about events and characters. Talk about how the story might end. Recognises familiar words, logos, their name. Looks at books independently.	Enjoys an increasing range of books, both fiction and non-fiction. Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading. In play re-enacts and reinvents stories they have heard	Begins to engage with books and other reading materials at a deeper level, phonics, language, subject knowledge, and illustrations.			
Physical Development	Starlets	Sticky Kids Music and Movement for Early Years.					
		Sticky Kids Wiggle and Jiggle. 1. Sticky Kids 2. Toes and Fingers 3. The wheels on the bus 4. Jumping in the puddles. 5. Let’s go driving 6. Clap your little hands 7. Do your arms hang low? 8. This old man 9. Mending the road. 17. Cool down song.	Sticky Kids Wiggle and Jiggle. 1. Sticky Kids 10. Here are my knees 11. Hokey Cokey 12. Twinkle Twinkle 13. Yankee Doodle 14. Round and Round the ring. 15. The Christmas tree 16. Tap Tap your shoulder. 17. Cool down song.	Sticky Kids Bend and Stretch 1.Sticky Kids 2. Funky Monkey 3. Old MacDonald 4. Wash your dirty hands 5. Let’s Go walking 6. Head, shoulders, knees and toes. 7. Bend and stretch 8. We’re going to jump 16. Cool down song.	Sticky Kids Bend and Stretch 9. Floating 10. Marching Teddies 11. Dinosaurs 12. Fold your arms 13. Zooming to the moon 14. stir up the porridge 15. One, two, three 16. Cool down song.	Sticky Kids Work Out	Sticky Kids Work Out
		<u>Skills:</u> Locomotion Balance Co-ordination Body awareness	<u>Skills:</u> Locomotion Balance Co-ordination Body awareness Co-operation, learning right from left. Focus	<u>Skills:</u> Imagination Action Co-ordination Concentration Manipulation	<u>Skills</u> Imagination Action Co-ordination Concentration Manipulation Co-operation Balance	Skills	Skills
		Write Dance – Sandy Hill					
		<u>Continuous provision</u> Gross: large play blocks, planks, wheels, tyres, spades, wheelbarrows, yard brushes, scoot boards, bats, balls, crates, rope swing, rope tyres, large brushes, hoops, rakes, chinks, shaving foam, hammers, logs. ribbon sticks, sound tubes, paint, whisks, jugs, containers.					

		Continuous provision Fine: chalks, threading (string, sticks, pipe cleaners, spaghetti) pencils, crayons, coloured pencils, felt tip pens, pegs, small paint brushes, scarves, scissors, tweezers, pipettes.					
	Reception	Get Set 4 P.E.					
		Introduction to P.E. Unit 1	Fundamentals Unit 1	Ball skills Unit 1	Gymnastics Unit 1	Dance Unit 1	Games Unit 1
		Yoga - weekly 15 minutes Wonderful Wellies - weekly 2 hour session Daily Mile – 15 mins daily P.E. weekly 1 hour Write Dance x 3 sessions weekly					
		Continuous provision Gross: blocks, planks, wheels, tyres, spades, wheelbarrows, yard brushes, scoot boards, bats, balls, crates, rope swing, rope tyres, large brushes, hoops, rakes, chalks, shaving foam, hammers, logs. ribbon sticks, sound tubes paint, whisks, hand drill, jugs, containers, Continuous provision, Fine: chalks, threading (string, sticks, pipe cleaners, spaghetti) pencils, crayons, coloured pencils, paint, oil pastels, felt tip pens, pegs, small paint brushes, scarves, scissors, tweezers, pipettes, rulers, stencils.					
EAD	Starlets	Understands colours can be mixed to create a new colour.	Develop greater care and control when playing maracas and castanets.	Responds to what they have heard or seen expressing their thoughts, feelings and ideas through dance, movement, and drawing.	Encloses Explores 2d and 3d structures.	Can change pitch when singing. Introduce hand drum and triangle.	Plays percussion instruments with increasing control. Experiments with ways to enclose a space, creates shapes and represent actions, sounds and objects.
		Introduce Maracas and castanets. – mirror patterns and create own	Musical ideas: fast and slow beat, rhythm Introduction to sleigh bells.	Introduce tambourines and Agogos. Begin to describe sounds and music imaginatively			
	Continuous Provision: Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Use pencils, colouring pencils, felt tip pens, crayons, oil pastels, chalk, malleable materials, and paint with control to achieve a desired outcome. Join materials with glue stick, pva glue, masking tape, staples.						
	Con	Duplo Small blocks Stickle bricks	Sensory blocks Mobilo Duplo	Large indoor construction blocks, loose parts, cable drums, tubes etc.	Small Lego Mirror box	Poly-m Stickle bricks Interstar	Mobilo Large construction blocks

				Octons – Large and small		Light box	
Reception	Imaginative Play	<p>Small World – Farm</p> <p>Home corner – pets and vets</p>	<p>Small world – Woodlands uk animals. Fire station.</p> <p>Home corner – pictures from home.</p>	<p>Small world – zoo, African habitat.</p> <p>Home corner – African enhancements, material, ugali spoon.</p>	<p>Small world – mini beasts</p> <p>Fairies, knights, kings, and queens.</p> <p>Home corner – medical, first aid, oral health enhancements.</p> <p>Jack and the beanstalk garden.</p>	<p>Small world - space, light box, dark box. Transport.</p> <p>Home corner – Whatever</p> <p>Next enhancements, rocket, wellington boots, bear, picnic hamper.</p>	<p>Small world – Seaside</p> <p>Home corner – Beach café.</p>
	Expressive Art and design	<p>Print and paint.</p> <p>International Dot Day – Printing with everyday objects to include vegetables.</p> <p>Observational drawing – self-portrait with oil pastels.</p> <p>Natural Art sculptures – Andi Goldsworthy.</p> <p>Construct with natural materials.</p> <p>Baking bread</p>	<p>Printing and mixed media with glitter and skyline silhouette – bonfire picture.</p> <p>Printing – sponges and corks for large collaborative work – remembrance Sunday Poppy field.</p> <p>Observational drawing – trees. (pastels)</p> <p>Autumn leaf rubbing (frottage) combine with water colours.</p> <p>Creating a pinch pot (Diwali)</p> <p>Painting and Printing – Artist Study Yayoi Kusama Paint pumpkins, embellish with polka dot printing.</p>	<p>Baking valentine biscuits</p> <p>Weaving – Handa’s basket (paper weaving)</p> <p><u>Painting</u> - paint fruit to go in Handa’s basket.</p>	<p>Cutting skills to cut out plant parts.</p> <p>Using peelers and knives to prepare vegetables for vegetable soup.</p> <p>Making pancakes</p> <p>Observational drawing daffodils (pastels)</p>	<p>Woodwork table introduces. Hammers, nails, screws, hand drill.</p> <p>Artist study – Vincent van Gough – Starry Night painting on foil.</p> <p>Painting aliens/symmetry</p>	<p>Collage – Porthole pictures/parrots</p> <p>Painting/printing – rainbow fish</p>

	Music	<p>Me</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs, Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>My Stories</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place.</p>	<p>Everyone</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song.</p>	<p>Our World</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song.</p>	<p>Big Bear Funk</p> <p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs. Playing instruments within the song</p> <p>Improvisation using voices and instruments. Riff-based composition</p> <p>Share and perform the learning that has taken place.</p>	<p>Reflect, Rewind and Replay</p> <p>Listen and Appraise</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Sing and revisit nursery rhymes and action songs. Play instruments within the song. Improvisation using voices and instruments. Riff-based composition</p> <p>Share and perform the learning that has taken place.</p>

				Share and perform the learning that has taken place	Share and perform the learning that has taken place.		
Understanding the world	Starlets	<p>Unique me</p> <p>Where do I go? Places I know, where have I been?</p> <p>Harvest</p> <p>Farms/Farming/animals/crops.</p> <p>Maps and routes</p> <p>Autumn Changes</p> <p>Pumpkins.</p>	<p>Begin to talk about their own life and family history.</p> <p>Show interest in different occupations.</p> <p>Diwali celebrations</p> <p>Bonfire Night</p> <p>Christmas Celebrations</p> <p>Remembrance Sunday</p> <p>Hot and Cold</p> <p>People who help us</p> <p>Changing weather – wildlife and winter.</p>	<p>Can talk about the similarities and differences they notice between people.</p> <p>Understands there are different countries in the world and talk about differences they have experienced or seen in photographs.</p> <p>Valentines Day</p> <p>Chinese New Year</p>	<p>Begin to understand the effect their behaviour can have on the environment.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Easter Celebrations.</p>	<p>Enjoys playing with small world reconstructions.</p>	<p>Notices detailed features of object in their environment.</p> <p>Make observations about changes in their own lives, .</p>
	Reception	<p>Understanding school as a place.</p> <p>Harvest, (traditions) The food I eat.</p> <p>Farming past and present.</p> <p>Farm animals and their babies.</p>	<p>Bonfire Night</p> <p>Remembering Guy Fawkes.</p> <p>Remembrance Sunday</p> <p>Diwali</p> <p>The Christmas Story.</p> <p>St Andrew's day –Scotland</p> <p>Me when I was younger.</p>	<p>Discovering Africa, life, people, and animals, /contrasting locality.</p> <p>Chinese New Year.</p> <p><u>Process freezing and melting hot/cold.</u></p>	<p>Houses and homes</p> <p>Homes from the past (castles)</p> <p>Growing animals/plants life cycles. – Time lapse videos</p> <p>Shrove</p> <p>Tuesday/traditions</p> <p>Easter/traditions</p> <p>St David's Day</p>	<p>Space - Earth</p> <p>Transport past and present – Penny Farthing. Inventors.</p> <p>Maps and routes</p> <p>St George's Day</p> <p><u>Process Light and dark</u></p>	<p>Seaside Past and present - Pirates</p> <p>Seaside habitat</p> <p>Pirates</p> <p>People who help us – Lifeguards – <u>Barnaby Bear goes to the seaside.</u></p> <p><u>Process Floating and sinking.</u></p>

		People who help us – vets/pet animals Me now	People who help us – Fire fighters. .		St Patrick's Day People who help us – Doctors, nurses, link oral health <u>Process - Germination</u>		
RE Discovery	Reception	<u>Special People</u> Key Q. What makes people Special? Religions: Christianity and Judaism	<u>Christmas</u> Key Q. What is Christmas? Religions: Christianity Concept: Incarnation	<u>Celebrations</u> Key Q. How do people celebrate? Religions: Hinduism	<u>Easter</u> Key Q. What is Easter? Religions: Christianity Concept: Salvation	<u>Stories</u> Key Q. What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	<u>Special places</u> Key Q. What makes places special? Religions: Christianity, Islam, Judaism