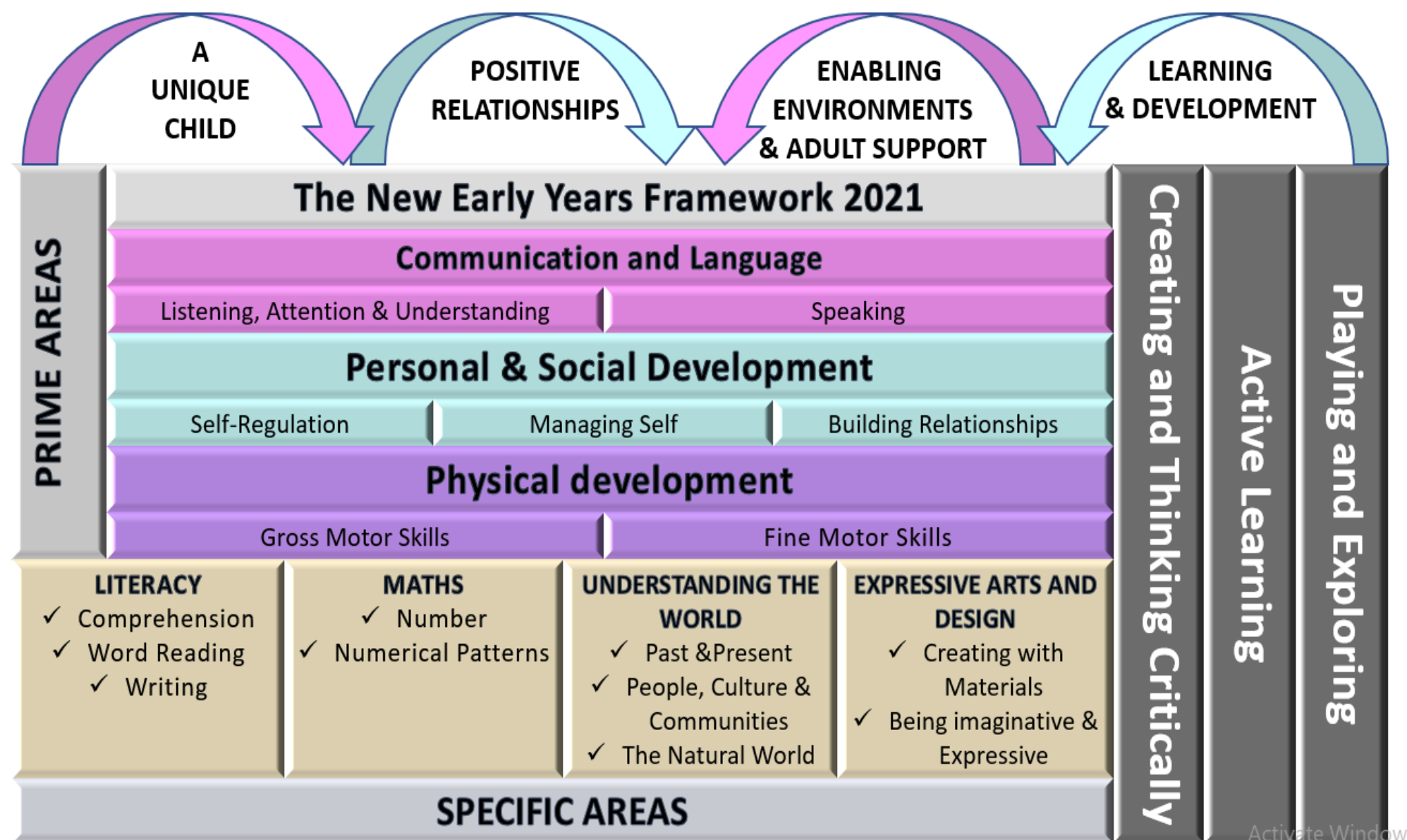


Milwards Nursery Curriculum 22-23

“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision, and it will be used at every opportunity. At Milwards, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us, and we greatly value the relationship that we develop with parents/Carers throughout this vital year”

“Children will an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests”



Intent

At Milwards Primary School we believe that our Early Years Foundation Stage is crucial to developing firm foundations to be built upon throughout our school journey and beyond. It is our intent that the children who enter our EYFS develop physically, verbally, emotionally, creatively, intellectually, and spiritually whilst embedding a positive attitude to school and learning in order for each child to achieve their best. We set high expectations throughout all areas of school life and beyond. We believe that all children deserve to be valued as an individual and we are passionate in supporting all children to achieve their full, unique potential. Our Nursery and Reception class follow the EYFS curriculum, which has seven main areas of learning:

The Prime Areas:-

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- The Specific Areas:-
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

Implementation

We implement these areas of learning by providing a safe, stimulating environment that allows children to discover, be challenged, consolidate, and achieve their very best whilst developing their resilience and independence. There is a combination of adult-led, teacher taught whole class, group, and individual support. Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the “Characteristics of Effective Learning”. We strive to develop these key characteristics of “Playing and Learning”, “Active Learning” and “Thinking Critically” in order to give the children the skills that they will continue to draw upon throughout their development. We get to know our families and children well and use their interests and knowledge to support and inspire our children’s knowledge and understanding of themselves, our local community and beyond. Our learning environments, both inside and outside are adapted to meet the different and developing needs of our children. We are passionate advocates for ensuring all of our children are able to share how they feel and work with them to support any worries or concerns they may have as we fully believe...Happy Children Learn.

Within our EYFS Curriculum, children are assessed through accurate observations informing future planning and children’s individual next steps in their learning. This enables us to ensure learning is embedded and consistent and that all children continue to make the best possible progress within our enabling EYFS setting.

Impact

Our curriculum and its delivery ensure that children make good progress. Children in our early years, on average, arrive with lower starting points than national. During their time in our EYFS, children make good progress so that we meet the national expectation for GLD at the end of the year. Pupils also make good progress toward their age-related expectations before transitioning into Year One. We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and teaching the children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children. The impact of our provision can be seen through the feedback received by our parents. It is a privilege to be part of such an important stage in our children’s development and our dedicated staff work tirelessly to deliver the best possible outcomes for our children.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision WELL-BEING & Behaviour for Learning	I Wonder Starting school / my new class / New Beginnings Family Teddy Bears Pete the Cat Autumn Halloween	I wonder Autumn Halloween Bonfire Night Christmas Christmas around the world Stick man Diwali The Christmas story	I wonder how Animals around the world Climates / Hibernation Winter Artic Lost and Found Snow Bears/Penguins Chinese New Year	I wonder How Plants & Flowers Weather / seasons Planting seeds Pancake Day Easter Growing up – Babies – generations Gardening Spring	I wonder why Life cycles Forest School Chicks	I wonder why Under the sea Off on holiday / clothes Send me a postcard! Marine life Mermaids/Pirates Seasides in the past Compare: Now and then! Seaside art
Possible Texts and 'Old favourites'	Going on a bear hunt Wat ever next Everywhere bear Baggy Brown Goldilocks The Colour Monster The Big Book of Families Pete the Cat	Owl babies Pumpkin soup Meg and Mog Winnie the Witch Stick man Gruffalo Father Christmas Little red riding Hood Christmas Story / Nativity Rama and Sita	The smeds and the smoos Emperors' eggs The rainbow bears One snowy night Goodbye autumn, hello winter Lost and Found Penguin Ruby's worry Hansel and Gretel	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Shine Going to the dentist On sudden hill The odd egg Once there were giants Worms Erroll's garden	Oi get off our train Can't put an elephant on a bus The tiny seed The extraordinary gardener Bee Why do we need bees? Chicken Licken The train ride	Sharing a shell Pirates love underpants The singing mermaid Julian is a mermaid If sharks disappeared The proudest blue Ten little pirates The pirates next door What makes me a me? There's a shark in the bath Incredible You
'Wow' moments / Enrichment Weeks	Secret Readers Messy Play Day Dress up as your favourite character Walk around our Local Area Superhero Day	Nursery Rhyme Week/ Dress Up Rainbow Day - dress up as your favourite colour Nativity Performance Christmas Jumper/Dinner Day Elf Pantomime Walk around our Local Area - Church	Penguin Day Class Pet Ice Experiments Valentine's day Internet Safety Day Making pizza day	Barefoot Sensory Walk Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads World Book Day Nature Reserve	Tiger Tea Party Chicks Butterflies National Story Telling day Chicks Butterflies Barley Lands farm	Family Pirate Picnic Flying to the beach, sand & water play Sports day Transition Beach Trip

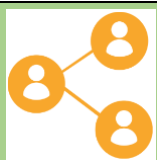
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I Wonder?	I Wonder?	I Wonder How?	I Wonder How?	I Wonder Why?	I Wonder Why?
	<i>Characteristics of Effective Learning</i> <i>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</i> <i>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</i> <i>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</i>					
	<i>Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.</i> <i>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/Carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</i> <i>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</i> <i>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</i> <i>PLAY: At Milwards School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’. EYFS Team</i> <i>We will ensure that all children learn and develop well and are always kept healthy and safe.</i>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I Wonder?	I Wonder?	I Wonder How?	I Wonder How?	I Wonder Why?	I Wonder Why?
At Milwards Students take ownership of their learning Inspiring Learning Environments Pupil Voice Restorative practice Core Principles	Character Formation Our virtues of respect, self-discipline, courage, integrity, empathy, and gratitude are tangible throughout curriculum Experienced Based Curriculum Religion & Ethics, PSHE, yoga and meditation	Spiritual Insight Students have profound and stirring experiences of religious education, festivals throughout the year Effective pastoral care The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief Positive Relationships	Educational Excellence Teachers and students are inspired and joyful High quality dialogue Speak sincerely Engage in empathic dialogue Culture of intellectual curiosity and continuous professional development	Educational Excellence Holistic, values based and contextualised curriculum Competitive Progress Children actively involved in creating their own paths of learning Children's passions are evident Committed engagement of parents/Carers as co-educators. The school highly values parental partnerships.	Spiritual Insight Children evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world and for some, their relationship with God Positive Relationships All are committed to their own personal journey of self-discovery	Character Formation Children make conscientious choices Promote the Common Good Children develop moral literacy Religion & Ethics, PSHE, yoga and meditation
	○ We are unique spiritual beings with incredible potential, and we achieve our full potential by discovering and nurturing all parts of ourselves – intellectual, emotional, physical, and spiritual. ○ We choose how we wish to respond to life and what we nurture within us. ○ We care for and respect all life – human, animal, and plant – and live in a way that causes the least possible harm. ○ We each observe the one same reality from our own unique perspective and engage in open-minded dialogue to deeply enrich our vision. ○ We serve a higher purpose by living a meaningful and satisfying life of contribution. ○ We are nourished by personal relationships that fulfil our need to love and be loved, encouraging us to be the best we can be					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I Wonder?	I Wonder?	I Wonder How?	I Wonder How?	I Wonder Why?	I Wonder Why?
Our Values Assemblies / Sharing Circles These will mirror the principles and values of our school. We will 'dip in and out of each area' each term as and when we need to.	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment opportunities Tapestry is used to assess additional learning opportunities	Create & Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Set up Insight Phonic Intervention groups	Ongoing assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessments Cross trust moderation EYFS Cluster groups	GLD Projections for EOY Cluster moderation Trust moderation EYFS team meetings Phase meeting and internal moderations Requested external moderation	Pupil progress meetings Parents evening info EYFS team meetings Tracker data	Cluster moderation Trust moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings Tiny Tracker data EOY data
Parental Involvement Tapestry is used to assess additional learning opportunities from home	Staggered Start Home visits / Parents Evening Class Assembly Home / School Agreement Tapestry- proud clouds Phonics/ maths workshop Stay and Play Tapestry challenges Bug Club	Nativity Parental workshop Parents Evening Tapestry challenges Bug Club	Writing workshop Share a story Stay and Read morning Tapestry challenges Bug Club	Parents Evening Tapestry challenges Bug Club	Parents Evening Tapestry challenges Bug Club	Parents Evening Tapestry challenges Bug Club Parents Evening Parent's Picnic Sports Day Exit EYFS Celebration

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Teddy Bears Pete the Cat Autumn Halloween Family	Autumn Man Halloween Bonfire Night Christmas story Christmas/Father Christmas around the world Stick Diwali	Winter Arctic Lost and Found Snow Bears/Penguins Chinese New Year	Pancake Day Easter Growing up – babies - generations Planting/Gardening/Spring	Life cycles – Frog/butterfly/plant/sunflowers Chicks	Summer holidays (past and present) Hot places Rockpools Mermaids Pirates
Trips and Events	Local Area – Local Park/woods visit Library Transition	Pantomime Local Area – Local church visit Library	Pizza Express (Rec) Library	Nature Reserve Library	Old McDonalds Farm Library	Beach Trip – Walton Library
Enrichment Activities	Secret Readers Messy Play Day Dress up as your favourite character Walk around our Local Area Superhero Day Visit from a Vet	Nursery Rhyme Week/ Dress Up Rainbow Day - dress up as your favourite colour Nativity Performance Christmas Jumper/Dinner Day Elf Santa	Penguin Day Class Pet Ice Experiments	Barefoot Sensory Walk Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads World Book Day Easter Bunny	Tiger Tea Party Chicks Butterflies National Storytelling Week	Family Pirate Picnic Flying to the beach, sand & water play Sports day Transition Graduation
Communication and Language  Talk to parents about what language they speak at home, try, and learn a few key words and celebrate multilingualism in your setting. Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	Welcome to EYFS Settling in activities Making friends What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! All about me!	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion	Tell me why! Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it!	Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it?	What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Time to share! Show and tell Weekend news Discovering Passions

interventions, Greg Botrill and CLPE, EYFS productions, Zones of Regulation, assemblies, and weekly interventions. Daily story time – beginning & end of the session				Sustained focus when listening to a story		
	Talkboost interventions Rhyme of the week Sign of the week Settling in activities Making friends Show an interest in the lives of other people - I can respond to my name and change my activity when encouraged - I can use everyday words to talk about people I know - I can follow simple instructions with visuals - I can listen and respond to adults and peers Key vocab: colours, nursery areas, adult names, rules & routines .	Talkboost interventions Rhyme of the week Sign of the week - I can follow two-step simple instructions with visuals - I can concentrate for slightly longer periods - I can join in with a small group - I can remember and join in with stories and rhymes Key vocab: celebrations, describing words, food/ingredients	Rhyme of the week Sign of the week Talkboost interventions Settling in activities - I can speak in 2/3/4-word sentences - I can understand more simple questions and answer appropriately - I can express desires, feelings and needs - I can begin to hold two-way conversations with adults and peers Key vocab: seasonal language, revisit colour, light & dark	Rhyme of the week Sign of the week Talkboost interventions - I can begin to understand and ask why and how questions - I can remember and use new words - I can engage in imaginary role-play sometimes building stories around objects and toys Key vocab: planting/growing, recycling	Rhyme of the week Sign of the week Talkboost interventions Settling in activities - I can explain my own thinking/ideas - I can describe the story settings and characters - I can join in with the repeated lines and refrains - I can use language as a powerful means of widening contacts and sharing feelings Key vocab: Frog life cycle, seasonal changes, animals and habitats Chick life cycle	Rhyme of the week Sign of the week Talkboost interventions - I can communicate effectively with my peers and adults - I can follow three-step simple instructions, sometimes without visuals - I can anticipate key events in stories - I can take turns in small groups - I can ask simple questions and wait for a response Key vocab: emotions, positional language/prepositions. revisit colour.
	Learn new vocabulary different contexts Use new vocabulary through the day stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Use new vocabulary in Listen to and talk about					
Personal, Social and Emotional Development Self-regulation	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					



Managing Self
Self - Regulation
Link to Behaviour for
Learning

- *I can separate from my main carer with support*
- *I can distract myself when I am upset*
- *I know about oral hygiene*

Independence: selecting and putting back own belongings

- *I can express my own feelings*
- *I am aware of my own feelings and am beginning to understand that some actions and words can hurt other's feelings*
- *I can demonstrate friendly behavior and form good relationships with adults and peers*

Class rules: Behavioural expectations in the class/boundaries set

Class rules

- *I can separate from my main carer with support*
- *I can distract myself when I am upset*
- *I can use an adult as a secure base*
- *I can begin to accept the needs of others and can take turns and share resources*
- *I can show confidence in asking adults for help*

Healthy eating: Fruit kebabs/making a fruit smoothie

- *I am beginning to understand about foods that are healthy and unhealthy*
- *I can express my own preferences and interests*
- *I can respond to a few appropriate boundaries*

Importance of exercise
Being kind to living creatures
Taking care of animals (frogs/butterflies)

- *I can separate from my main carer with support*
- *I can distract myself when I am upset*
- *I can use an adult as a secure base*
- *I am confident to talk to other children when playing*
- *I can usually tolerate delay when my needs are not immediately met*
- *I can seek out others to share experiences*
- *I welcome value and praise for what I have done*

Transition into F2 School readiness

- *I enjoy the responsibility of carrying out small tasks*
- *I can select and use activities and resources independently*
- *I can follow rules and understand why they are important*
- *I understand that my wishes may not always be met*
- *I am confident and outgoing with familiar people in the safe context of my setting*

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.

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

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

Physical Development

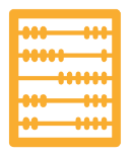


Real PE Focus

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

Fine motor Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities Gross motor PERIODICALLY - Yoga Lesson	I can hold a pencil (fisted/digital pronate grip) to make marks I am beginning to do up my own large buttons I can turn the pages in a book Further develop skills needed to manage the school day successfully: lining up, queuing, mealtimes, personal hygiene, develop fine motor skills including scissor skills, pencil control	I can fit the pieces of a puzzle together. I can pick up tiny objects using a fine pincer grasp I can use one-handed tools and equipment, e.g., make snips in paper with child scissors Revise and refine the fundamental movement skill they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing	I can use tweezers I can use tools effectively in playdough (e.g.: cutters/rollers) I can take off and put on my own shoes (not laces) I am beginning to do up my own zip Further develop and refine a range of ball skills, including throwing catching, kicking, passing, batting and aiming, Develop confidence, competence,	I can show increasing control over tools like pencils and crayons. I can use tools for mark making with control. I can grip using five fingers or preferably two fingers and thumb for control. Know and talk about different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing,	I can use a 4-finger grip to hold my pencil I can use pincers, tweezers and threading equipment with increasing control and confidence Combine different movement with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient.	I can use scissors effectively to cut straight lines in paper I am beginning to use 3 fingers (tripod grip) to hold my pencil Confidently and safely use a range of large and small apparatus indoors and outside and in a group.
	Squiggle while you wiggle Up and down movement Arches, circles and spirals	Squiggle while you wiggle Upwards and downwards lines Spirals and figure of 8 (vertical and horizontal)	Squiggle while you wiggle Side to side lines Squares, diagonal lines, triangles	Squiggle while you wiggle Wavy lines	Squiggle while you wiggle Zig zag lines	Squiggle while you wiggle Arches
	Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills PE: Outdoors: Multi Skills Indoors - Gymnastics	Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game PE: Outdoors: Games – throwing and Catching Indoors - Dance	Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warmups PE: Outdoors: Games- Dribbling and control of a ball Indoors - Gymnastics	Balance Core muscle strength Jumping and landing Awareness of space PE: Outdoors: Ball games Indoors - Dance	Balance Core muscle strength Jumping and landing Awareness of space PE: Outdoors: Team Games Indoors - Dance	Running skills Agility Sports day PE: Outdoors: Athletics Indoors - Gymnastics
	CONTINUOUS PROVISION: Cooperation games i.e., parachute games, climbing – outdoor equipment., Help individual children to develop good personal hygiene, Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options From Development Matters 2020’: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.					

	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					
Literacy  Comprehension - Developing a passion for reading Children will visit the school library weekly and visit Staple Tye Library every three weeks Word Reading Bug club is used to support this Daily reading takes place Hfw are sent home weekly	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Comprehension: I can fill in missing words from well-known rhymes I can show a preference for a book or a song or a rhyme.	Comprehension: I can identify myself in a story and show enjoyment for stories about familiar people I can hold a book, turn the pages and indicate an understanding of pictures and print.	Comprehension: I am beginning to be aware of the way stories are structured. I show interest in illustrations and print in books and print in the environment.	Comprehension: I can describe main story settings, events and principal characters. I can make suggestions about what might happen next in a story	Comprehension: I can talk about events and characters in a book	Comprehension: I can describe main story settings, events and principal characters. I can tell a story to friends
Literacy	Word reading: I can join in with rhymes and stories	Word reading: I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs. I can notice and repeat sounds	Word reading: I can understand that print has meaning I can hold a book the right way up and turn pages by myself	Word reading: I know that print can have different purposes I know the names of the different parts of a book	Word reading: I know that we read English text from left to right and from top to bottom I can identify signs and symbols in the environment and recall what they mean/ I can ascribe meaning to other marks, like on signage.	Word reading: I can spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
Phonics All children to take home a bedtime story book and sounds cards (when they are developmentally ready). Reading in the reading corner encouraged in free play. Adults to read to children daily.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.					
	Phase 1 -Aspect 1 General sound discrimination – environmental The aim of this aspect is to raise children’s awareness of the sounds around them and to develop their listening skills. Activities	Phase 1- Aspect 2 General sound discrimination – instrumental sounds This aspect aims to develop children’s awareness of sounds made by various instruments and noise makers. Activities include comparing and matching	Phase 1 - Aspect 3 General sound discrimination – body percussion The aim of this aspect is to develop children’s awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music	Phase 1 Aspect 4 Rhythm and rhyme This aspect aims to develop children’s appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.	Phase 1 Aspect 6 – Voice sounds The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities may include Metal Mike, where children feed pictures of objects into a toy robot’s mouth and the teacher sounds out the name of	Phase 1 - Aspect 7 – Oral blending and segmenting In this aspect, the main aim is to develop oral blending and segmenting skills. To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup

	suggested may include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.	sound makers, playing instruments alongside a story and making loud and quiet sounds.	and developing a sounds vocabulary.	Aspect 5 – Alliteration The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.	the object in a robot voice – /c/-/u/-/p/ cup, with the children joining in.	from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds, they can hear in the word sock
Literacy Writing Development Drawing Club Helicopter Stories Texts may due to children's interests Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	I can randomly scribble on the page, sometimes with both hands. I can begin to balance when sitting. I can make connections between my actions and the marks being made.	I can control the marks on the page. I can use a range of tools to make marks and show an interest in my own marks and others marks.	I can make connections between my actions and the marks being made. I ascribe meaning to my marks	I can distinguish between the different marks I make. I can tell an adult what my marks mean I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can copy shapes, letter and pictures	I can identify sounds from my own name in other words. I can write some or all of my name.	I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. I can write some letters accurately
Mathematics  <i>“Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i> White Rose & Mastery of number Ongoing throughout the year	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.					
	I can recite some number names in sequence I can show interest in and join in with number rhymes	I can recite some number names past 5 I can have conversations about numbers I can say when two small groups have the same number I can sort objects using one simple criteria I can share play toys with a friend when asked	I can recite some number names in sequence I can show interest in and join in with number rhymes I can bring one or two objects to and adult when asked I can extend a simple ABABAB pattern I can experiment with my own symbols, marks and numerals	I can create a simple ABABAB pattern I can use number names to ten I am beginning to show small quantities accurately I can show understanding of simple comparisons - more I can give one more object when asked I can identify the shape of everyday objects	I can recite some number names in sequence I can show interest in and join in with number rhymes I can correct a simple pattern I can show understanding of simple comparisons - less I can take one object away when asked I can use informal language such as ‘stripy’ ‘pointy’ when sorting objects I know that the last number reached when counting objects is how many in total I have fast recognition of three objects I can compare quantities	I can say one number name for each item in order to five I can link numerals and amounts I can show finger numbers up to five I can describe a sequence of events in order I can use mathematical language to describe shapes I can identify numerals in the environment I can represent numbers using marks

Link Visual maths, number rhymes, stories and songs with puppets. Counting by rote, numeral recognition and touch counting.
Using 2D shapes and colours to create pictures and patterns.
Exposure to language involving capacity, length, size and volume.

Understanding the World



Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

History/Geography
I am interested in photographs of myself and familiar people and objects
I am curious about people and show interest in stories about myself and my family
I can talk about what I was like when I was a baby

History/Geography
I show interest in different occupations (E.g.: fire fighters/nurse/police officers)
I enjoy celebrating my birthday and that of others
I can make observations about my immediate environment
I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g., making and drinking tea.

History/Geography
I can begin to make sense of my own life-story and family’s history
I can identify where things belong in my environment E.g.: where my bottle/coat/painting goes

History/Geography
I can talk about environments in stories
I can talk about places I have visited (e.g.: the park/ASDA)
I can follow positional language instructions
I am beginning to notice changes in my environment

History/Geography
I can see my new friends have similarities and differences that connect them to, and distinguish them from, others
I can talk about places in and around school

History/Geography
I can use simple positional language
I am beginning to talk about and describe changes in my environment

Begin to develop a sense of **continuity and change** by being able *to compare and contrast characters from stories throughout the year, including figures from the past.*

Key Question:
What is this religious story about? Why might people tell this story? Why is this sacred book important? What is right? What is wrong? What is ‘good’? How do people celebrate? What ceremonies and festivals have you taken part in?
Key words: Religion Special books Special places Special stories Prayer Christmas, Easter, Bible, Church, Jesus Allah, Prophet Muhammad, Qur’an, Mosque Hindu, mandir, divali, Aum Non-religious

RE Respect:
I enjoy joining in with family customs and routines
Which people are special and why?
Being special: where do we belong?
Belonging to their family
Being part of the Milwards family
Diwali

RE Respect:
I can remember and talk about significant events in my own experience
What times are special and why?
Which stories are special and why?
Christmas

RE Respect:
In pretend play I can imitate everyday actions and events from my own family and cultural background
What times are special and why?
Chinese New Year

RE Respect:
I can recognise similarities and differences
What times are special and why?
Which stories are special and why?
Easter
What places are special and why?
Church at Easter

Respect:
I know that I have similarities and differences that connect me to and distinguish me from others
What is special about our world?
Awe and wonder: growth and change of animals

Respect:
I can develop my sense of responsibility and membership of a community
What is special about our world?
Summer Solstice

Communication: Comment on what they notice about the environment where they live and *understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.*

Observation: *Explore the natural world around them* by taking part in forest schools' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Expressive Arts and Design



The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

I can explore different materials freely, in order to develop my ideas about how to use them and what to make.

I can use various construction materials
I can manipulate play dough (roll, knead)

Artist study – Jackson Pollock (collaborative work)

Charanga Songs:
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

Develop storylines in their pretend play.

I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers)
I can recognise and name colours.

Portrait skills – drawing themselves
Art: Christmas cards and calendars

Charanga Songs:
I'm A Little Teapot
The Grand Old Duke of York
Ring O' Roses
Hickory Dickory Dock
Not Too Difficult
The ABC Song

Sing in a group or on their own, increasingly matching the pitch and following the melody.

I can join different materials and explore different textures.
I can draw identifiable pictures
I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control

Artist Study – Yuken Teruya

Charanga Songs:
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

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

I can talk about what I am creating
I can begin to use representation to communicate, e.g., drawing a line and saying, 'That's me.'

Artist Study – Acimboldo

Charanga Songs:
Old Macdonald
Incy Wincy Spider
Baa, Baa Black Sheep
Row, Row, Row Your Boat
The Wheels on The Bus
The Hokey Cokey

Create collaboratively sharing ideas, resources, and skills.

I can draw a person with identifiable features
I can develop my own ideas and then decide which materials to use to express them.

Artist Study – Georgia O'Keefe

Charanga Songs:
Big Bear Funk

Listen attentively, move to, and talk about music, expressing their feelings and responses.

I have been exposed to a different range of artists
I can show interest and describe the texture of things

Artist Study – Yayoi Kusama, Piet Mondrian, Kandinsky, Rashid Johnson, Bridget Riley – Shape - focus

Charanga Songs Reflect, Rewind & Replay:
Big Bear Funk
Baa, Baa Black Sheep
Twinkle, Twinkle
Incy Wincy Spider
Rock-a-bye Baby
Row, Row, Row Your Boat

Watch and talk about dance and performance art, expressing their feelings and responses.

Explore, use, and refine a variety of artistic effects to express their ideas and feelings
Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking 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.	ELG: Self-Regulation Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships 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.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension 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. ELG: Word Reading 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. ELG: Writing 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.	ELG: Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: 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 experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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 – when appropriate – maps. ELG: 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 seasons and changing states of matter.	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.