

Bedmond Academy Nursery and Reception Curriculum 2023-2024 (Year A)



<u>Nursery/Reception</u>	Autumn 1 Space	Autumn 2 Celebrations	Spring 1 Growing	Spring 2 All About Me-Senses	Summer 1 Dinosaurs	Summer 2 Mini Beasts
Communication and Language	<p>Welcome to EYFS Out of this world! Settling in activities Making friends Phase 1 listening skills before starting Phase 2 Getting to know you games and introducing ourselves. Self-portraits.</p> <p>What do we know about Space? Mind map of our knowledge of Space. Painting rockets and planets.</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Learn new vocabulary. Use new vocabulary thought out the day. Engage in story time. Listen to and talk about stories to build familiarity and understanding. Understand how to listen carefully and why listening is important. 	<p>Special times! Settling in activities after half term Phase 2 Phonics continued. Tel me a story- retelling stories. Sound hunt. Take part in discussions and answering questions. Continue to develop listening skills.</p> <p>What special times do we celebrate with our families and friends? Diwali, Halloween, Bonfire night, Christmas. Develop language around these festivals.</p> <ul style="list-style-type: none"> Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<p>What happened? Phase 3 Phonics ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff and longer words.</p> <p>What happens when you plant a seed? Why does a seed need water? How tall are we? Who is the tallest in the class? Develop the language of tall, big, short, small and little. Gaining an understanding of 'Why'.</p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Manage their own needs. - Personal hygiene. 	<p>See, hear, touch, smell, taste. Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review Phase 3: er air Words with double letters longer words. Words with two or more digraphs. longer words words ending in -ing compound words. Longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</p> <p>What can we see, hear, touch, and smell around us? What food do we like and dislike? Learning to give an opinion. Learning to listen to others and understand it is alright for someone else to like something different. Understand a question that has two parts. 'What is your favourite food and why do you like it?'</p> <ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Use longer sentences of four to six words. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. 	<p>Make me roar! Phase 4 short vowels CVCC longer words</p> <p>Can we name any dinosaurs? Use descriptive words to describe a dinosaur. Which dinosaur is our favourite? Can you use non-fiction books to gain knowledge?</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ELG- Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>How many legs? Phase 4 long vowel sounds CVCC CCVC</p> <p>Mind map of mini beasts. What mini beasts do we know of already? How may mini beasts can we name? Which mini beast has the most legs? Where do mini beasts live?</p> <ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. ELG-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. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

<div>Personal, Social, Emotional Development</div>	<div>Get Heartsmart. Meeting Boris the Robot. New Beginnings See themselves as a valuable individual. Class Rules and Routines Supporting children to build relationships. Zones of regulation. Promote independence e.g. putting their belongings away each morning, using the toilet and washing their hands.</div>	<div>Heartsmart- Don't forget to let love in. Growth Mindset- keep on trying even when we find something challenging. Self - Confidence Build constructive and respectful relationships. Learn to share resources and space in the classroom.</div>	<div>Heartsmart-Too much selfie isn't healthy. Continue to learn to share the resources in the classroom and to get along well with each other.</div>	<div>Heartsmart- Don't hold on to what's wrong What would be like to continue to get better at? What are we going to keep working on and trying harder to achieve? Encourage independence. Look at oral hygiene. Hand washing and germs. How do we keep ourselves healthy?</div>	<div>Heartsmart- Fake is a mistake Start to prepare ourselves for Transition into Year 1 and for Nursery to be in Reception.</div>	<div>Heartsmart- No way through isn't true. Transition- what have we learnt this year? What have we enjoyed the most about this year? Our hopes and aspirations for YR and Y1. Wellbeing- How are we feeling about next year?</div>
	<div><ul style="list-style-type: none">Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.See themselves as a valuable individual.Build constructive and respectful relationships.Manage their own needs. - Personal hygiene.</div>	<div><ul style="list-style-type: none">Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughlySee themselves as a valuable individual.Build constructive and respectful relationships.Identify and moderate their own feelings socially and emotionally</div>	<div><ul style="list-style-type: none">Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughlySee themselves as a valuable individual.Build constructive and respectful relationships.Identify and moderate their own feelings socially and emotionally</div>	<div><ul style="list-style-type: none">Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.Make healthy choices about food, drink, activity and toothbrushing.Make healthy choices about food, drink, activity and toothbrushing.Manage their own needs. - Personal hygiene.Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</div>	<div><ul style="list-style-type: none">Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughlySee themselves as a valuable individual.Build constructive and respectful relationships.Identify and moderate their own feelings socially and emotionally.<div>ELG</div><ul style="list-style-type: none">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.</div>	<div><ul style="list-style-type: none">Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.<div>ELG</div><ul style="list-style-type: none">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.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.</div>

<div>Physical Development</div> <div>Fine Motor</div>	<div>Threading, cutting, weaving, playdough, Fine Motor activities.</div> <div>Manipulate objects with good fine motor skills</div> <div>Draw lines and circles using gross motor movements</div> <div>Hold pencil/paint brush beyond whole hand grasp</div> <div>Pencil Grip.</div> <div><ul style="list-style-type: none">Use one-handed tools and equipment, for example, making snips in paper with scissors.Use a comfortable grip with good control when holding pens and pencils.Show a preference for a dominant hand.Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes.</div>	<div>Threading</div> <div>Weaving</div> <div>Cutting</div> <div>Manipulating playdough.</div> <div>Name writing</div> <div>Letter formation</div> <div>Pencil Grip.</div> <div><ul style="list-style-type: none">Use one-handed tools and equipment, for example, making snips in paper with scissors.Use a comfortable grip with good control when holding pens and pencils.Show a preference for a dominant hand.Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes.</div>	<div>Threading</div> <div>Weaving</div> <div>Twisting</div> <div>Moulding</div> <div>Pencil control</div> <div>Scissors control and safety</div> <div>Letter formation</div> <div>Pencil Grip</div> <div><ul style="list-style-type: none">Use one-handed tools and equipment, for example, making snips in paper with scissors.Use a comfortable grip with good control when holding pens and pencils.Show a preference for a dominant hand.Use one-handed tools and equipment, for example, making snips in paper with scissors.Use a comfortable grip with good control when holding pens and pencils.Show a preference for a dominant hand.Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.Develop the foundations of a handwriting style which is fast, accurate and efficient.</div>	<div>Cutting</div> <div>Threading</div> <div>Pincer grip</div> <div>Weaving</div> <div>Letter formation</div> <div>Pencil grip</div> <div><ul style="list-style-type: none">Use one-handed tools and equipment, for example, making snips in paper with scissors.Use a comfortable grip with good control when holding pens and pencils.Show a preference for a dominant hand.Use one-handed tools and equipment, for example, making snips in paper with scissors.Use a comfortable grip with good control when holding pens and pencils.Show a preference for a dominant hand.Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.Develop the foundations of a handwriting style which is fast, accurate and efficient.</div>	<div>Cutting</div> <div>Threading</div> <div>Pincer grip</div> <div>Letter formation</div> <div>Use one hand consistently for fine motor activities.</div> <div>Cut a long a straight line.</div> <div>Build with small Lego.</div> <div>Use pincer grip to manipulate materials.</div> <div><ul style="list-style-type: none">Use one-handed tools and equipment, for example, making snips in paper with scissors.Use a comfortable grip with good control when holding pens and pencils.Show a preference for a dominant hand.Use one-handed tools and equipment, for example, making snips in paper with scissors.Use a comfortable grip with good control when holding pens and pencils.Show a preference for a dominant hand.Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.Develop the foundations of a handwriting style which is fast, accurate and efficient.</div> <div>ELG<ul style="list-style-type: none">Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.Use a range of small tools, including scissors, paintbrushes and cutlery.Begin to show accuracy and care when drawing.</div>	<div>Cutting</div> <div>Weaving</div> <div>Copy shapes.</div> <div>Start to colour inside the lines of a picture.</div> <div>Start to draw pictures that are recognisable.</div> <div><ul style="list-style-type: none">Use one-handed tools and equipment, for example, making snips in paper with scissors.Use a comfortable grip with good control when holding pens and pencils.Show a preference for a dominant hand.Use one-handed tools and equipment, for example, making snips in paper with scissors.Use a comfortable grip with good control when holding pens and pencils.Show a preference for a dominant hand.Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.Develop the foundations of a handwriting style which is fast, accurate and efficient.</div> <div>ELG<ul style="list-style-type: none">Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.Use a range of small tools, including scissors, paintbrushes and cutlery.Begin to show accuracy and care when drawing.</div>
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Gross Motor	<p>Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. P.E- Introduction to PE Unit 1 Fundamentals</p> <ul style="list-style-type: none">• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.• Go up steps and stairs, or climb up apparatus, using alternate feet.• Skip, hop, stand on one leg and hold a pose for a game like musical statues.• Use large-muscle movements to wave flags and streamers, paint and make marks.• 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.• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	<p>Ball skills- throwing and catching. Crates play- climbing. Building obstacle courses. Daily Mile. Forest School- climbing, running etc P.E-Fundamentals Unit 2</p> <ul style="list-style-type: none">• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.• Use one-handed tools and equipment, for example, making snips in paper with scissors.• Use a comfortable grip with good control when holding pens and pencils.• Show a preference for a dominant hand.• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.• Go up steps and stairs, or climb up apparatus, using alternate feet.• Skip, hop, stand on one leg and hold a pose for a game like musical statues.• Use large-muscle movements to wave flags and streamers, paint and make marks.• 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.	<p>Forest School Daily Mile Obstacle courses P.E-Gym/Dance</p> <ul style="list-style-type: none">• Start taking part in some group activities which they make up for themselves, or in teams.• Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.• Progress towards a more fluent style of moving, with developing control and grace.• Combine different movements with ease and fluency.• Use large-muscle movements to wave flags and streamers, paint and make marks.	<p>Forest School Play equipment in the outside area. Using crates and blocks Basketball nets P.E-Ball skills unit 1</p> <ul style="list-style-type: none">• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	<p>Encourage children to be highly active. Learn how exercise affects our bodies. Forest School Basketball nets P.E-Games Unit 1</p> <p>ELG</p> <ul style="list-style-type: none">• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.• Skip, hop, stand on one leg and hold a pose for a game like musical statues.• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.• 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.• Negotiate space and obstacles safely, with consideration for themselves and others.• Demonstrate strength, balance and coordination when playing.• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	<p>Sports Week/Sports Day Races Team Games Forest School Basketball nets P.E-Games Unit 2</p> <p>ELG</p> <ul style="list-style-type: none">• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.• Skip, hop, stand on one leg and hold a pose for a game like musical statues.• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.• 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.• 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.
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<div>Literacy</div> <div>Comprehension</div>	<div>Baseline</div> <div>Joining in with rhymes and showing an interest in stories with repeated refrains</div> <div>Name writing activities.</div> <div>Mark making in the outside area.</div> <div>Understand the five concepts about print.</div> <div>Sequencing stories.</div> <div>Use props and resources to retell a story.</div> <div>Shopping lists in role play area.</div>	<div>Retell stories related to events through acting/role play. Christmas letters/lists.</div> <div>Story Maps.</div> <div>Retelling of stories.</div> <div>Sequence story – use vocabulary of beginning, middle and end.</div> <div>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</div> <div>Read some tricky words.</div> <div>Enjoys an increasing range of books.</div> <div>Stories from other cultures.</div>	<div>Making up stories themselves.</div> <div>Read simple words and phrases</div> <div>Read tricky words</div> <div>Weekly individual reading with teacher/TA</div> <div>Sunflower diary.</div> <div>Plant prediction sheets.</div> <div>Own books at the writing station for the children to mark make as they wish.</div> <div>Enjoy a wide range of fiction and non fiction books.</div> <div>Visit to the Library.</div> <div>Listen to stories that have actions and key phrases to repeat and copy.</div>	<div>Re-read books to build their confidence, fluency and enjoyment.</div> <div>Use vocabulary based around shared books.</div> <div>Encourage them to develop their own narratives and to connect ideas.</div> <div>Use props and resources to act out key events and storylines from books.</div>	<div>Retell stories with actions.</div> <div>Explain the main events and characters from a story.</div> <div>Use story language when acting out a narrative.</div> <div>Learn to sort books into categories.</div> <div>Learn to listen to stories and make predictions.</div>	<div>Information leaflets about the different minibeasts.</div> <div>Begin to understand the difference between fiction and non-fiction.</div> <div>Can point to the front cover, back cover, spine, blurb and illustrations.</div> <div>They will gain an understanding of the author and illustrator.</div>
	<ul style="list-style-type: none">Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencingEngage in extended conversations about stories, learning new vocabulary.Read individual letters by saying the sounds for them.Form lower-case and capital letters correctly.	<ul style="list-style-type: none">Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.Engage in extended conversations about stories, learning new vocabulary.Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.Read some letter groups that each represent one sound and say sounds for them.Read a few common exception words matched to the school’s phonic programme.	<ul style="list-style-type: none">Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.Engage in extended conversations about stories, learning new vocabulary.Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.Read some letter groups that each represent one sound and say sounds for them.Read a few common exception words matched to the school’s phonic programme.	<ul style="list-style-type: none">Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.Engage in extended conversations about stories, learning new vocabulary.Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.Read some letter groups that each represent one sound and say sounds for them.Read a few common exception words matched to the school’s phonic programme.	<div>ELG</div> <ul style="list-style-type: none">Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.Engage in extended conversations about stories, learning new vocabulary.Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.Read some letter groups that each represent one sound and say sounds for them.Read a few common exception words matched to the school’s phonic programme. <div>ELG</div> <ul style="list-style-type: none">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	<div>ELG</div> <ul style="list-style-type: none">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

<div>Word Reading</div>	<p>Reading: Initial sounds, oral blending, CVC sounds, and reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge Phase 1 for Nursery Phase 2 for Reception</p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Guided Reading sessions</p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>Reading- Initial sounds and blending cvc words. Children to enjoy reading and encouraged to read words around the school Help Children to become familiar with letter groups.</p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>Reading- Story structure. Beginning, middle and end. Listen to the children read, encourage them to read longer words.</p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>Non Fiction texts. Capital letters and lower case, can they distinguish between them? Continue to introduce tricky words- as outlined by Little Wandle.</p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>ELG</p> <ul style="list-style-type: none"> 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. 	<p>Reading simple sentences with fluency and confidence. End of the year assessment.</p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>ELG</p> <ul style="list-style-type: none"> 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.
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Writing	<p>Pencil control and grip. Use initial sounds to label characters / images. Mark make to represent their models in the construction area. Chalk and water in the outside area. Introduce whiteboards.</p> <ul style="list-style-type: none">Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummyWrite some or all of their name.Write some letters accurately.Form lower-case and capital letters correctly.Develop the foundations of a handwriting style which is fast, accurate and efficient	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell. Create Christmas cards-writing their name in them. List for Santa. Letters to Father Christmas.</p> <ul style="list-style-type: none">Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummyWrite some or all of their name.Write some letters accurately.Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	<p>Learn to write some of the tricky words. (I,is, me, the.) Label writing. Continue to use initial sounds and write cvc words. Create own books and flower diaries. Character description</p> <ul style="list-style-type: none">Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummyWrite some or all of their name.Write some letters accurately.Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	<p>Create own story maps. Use Phonics knowledge. Write captions Write tricky words Gain an understanding of rhyming. Create a rhyming string.</p> <ul style="list-style-type: none">Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummyWrite some or all of their name.Write some letters accurately.Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	<p>Begin to use finger spaces, capital letters and full stops. Start to write short sentences. Letters to the dinosaur Labels for the dinosaur bucket. Dinosaur wanted poster.</p> <ul style="list-style-type: none">Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummyWrite some or all of their name.Write some letters accurately.Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.Re-read what they have written to check that it makes sense.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<p>Short story writing. Use tricky words, capital letters, cvc and longer words. Mini Beast description. Fact file of a minibeast</p> <ul style="list-style-type: none">Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummyWrite some or all of their name.Write some letters accurately.Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.Re-read what they have written to check that it makes sense.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.
					<p>ELG</p> <ul style="list-style-type: none">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.	<p>ELG</p> <ul style="list-style-type: none">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.

<div>Maths</div>	<div>Maths baselines See Herts Essentials</div> <div>Subitising Counting Comparison</div> <div><ul style="list-style-type: none">Recite numbers past 5.Say one number for each item in order: 1,2,3,4,5.Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').Show 'finger numbers' up to 5Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5SubitiseCount objects, actions and soundsCount beyond ten.Compare numbers.</div>	<div>See Herts Essentials</div> <div>Pattern Classification Counting</div> <div><ul style="list-style-type: none">Extend and create ABAB patterns – stick, leaf, stick, leaf.Notice and correct an error in a repeating pattern.Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.Count objects, actions and soundsCount beyond ten.Continue, copy and create repeating patterns.</div>	<div>See Herts Essentials</div> <div>Using Counting to compare. Spatial Thinking Ordering and estimating</div> <div><ul style="list-style-type: none">Experiment with their own symbols and marks as well as numerals.Solve real world mathematical problems with numbers up to 5.Make comparisons between objects relating to size, length, weight and capacitySelect, rotate and manipulate shapes to develop spatial reasoning skills.Compare length, weight and capacity.</div>	<div>See Herts Essentials</div> <div>Regrouping the whole Regrouping parts Finding the whole and missing part</div> <div><ul style="list-style-type: none">Solve real world mathematical problems with numbers up to 5.Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.Explore the composition of numbers to 10.</div>	<div>See Herts Essentials</div> <div>Ten and some more Doubling and halving</div> <div><ul style="list-style-type: none">Compare quantities using language: 'more than', 'fewer than'.Count beyond ten.Compare numbers.</div>	<div>See Herts Essentials</div> <div>Odd and even Counting beyond 20.</div> <div><ul style="list-style-type: none">Compare quantities using language: 'more than', 'fewer than'.Count beyond ten.Compare numbers.</div>
<div>Understanding the World</div>	<div>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Space- What do we know about Space already? Mind map of space. Use the internet to show the children what Space looks like. Talk about the names of the planets and where we live. Explore how to make moon rocks. Look at making rockets out of different materials. Looks at a map of the earth, where do we live? Talk about ourselves and what we look like. Discuss with the children our features and how everyone is different. Autumn- Go on an Autumn hunt around school. Can they find signs of Autumn in the outside area? Planting bulbs in the outside area.</div> <div><ul style="list-style-type: none">Plant seeds and care for growing plants.</div>	<div>Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Why we celebrate Christmas and perform nativity. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. How and why we prepare for different occasions. Seasons changing to winter. Look at different festivals. (Diwali, Bonfire night, Christmas)</div> <div><ul style="list-style-type: none">Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</div>	<div>What do we know already about growing? Watch time lapses of a seed growing. Science- How can we turn a flower a different colour? What do seeds/flowers need to grow? What happens if we don't give a seed any water, sunlight etc? Children to look at pictures of themselves as a baby, how have they changed? Can they measure themselves now and then again at the end of the school year, is there much difference?</div> <div><ul style="list-style-type: none">Use all their senses in hands-on exploration of natural materials.</div>	<div>Can we name the 5 senses? Focus each week on one of the senses. Taste tests, smell tests and feely bags. What happens if we can't see? How does it feel? Describe the texture of different objects. What are our favourite smells? Create smell bags and feely bags. Are our senses used differently inside and out? Use the ipads to record and take photos.</div> <div><ul style="list-style-type: none">Talk about the differences between materials and changes they notice.Explore and talk about different forces they can feel.Describe what they see, hear and feel whilst outside.</div>	<div>When did dinosaurs inhabit the earth? Which dinosaurs are herbivores and carnivores? Can we sort the dinosaurs by what they eat? Create habits for the different dinosaurs. Listen to what the children know already and then extend their learning further. Touch on time and how long ago dinosaurs were around. Look at making a volcano- science experiment.</div> <div>Class Trip- Talk to the children about going outside of the school grounds. Safety on the coach and once at the place. Talk about what the children might see and do whilst there.</div> <div><ul style="list-style-type: none">Talk about what they see, using a wide vocabulary.</div>	<div>Where do minibeats live? How many legs does a minibeast have? Create a bug hotel in the outside area. Encourage teamwork and creativity. Take the children on a bug hunt around the school grounds. Make links between minibeast and forest school. Discuss how the weather may stop is seeing some minibeasts. Look at the types of minibeast you might find. Use the bee bots to programme a route for the minibeast to follow to get from their habitat to the school playground.</div> <div><ul style="list-style-type: none">Understand the key features of the life cycle of a plant and an animal.Begin to understand the need to respect and care for the natural environment and all living things.Explore the natural world around them.</div>

	<ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials.• Explore collections of materials with similar and/or different properties.• Talk about what they see, using a wide vocabulary.• Draw information from a simple map.• Explore the natural world around them.• Describe what they see, hear and feel whilst outside• Understand the effect of changing seasons on the natural world around them.	<ul style="list-style-type: none">• Continue developing positive attitudes about the differences between people.• Talk about members of their immediate family and community• Recognise that people have different beliefs and celebrate special times in different ways.• Recognise some similarities and differences between life in this country and life in other countries. <p>ELG</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Plant seeds and care for growing plants.• Understand the key features of the life cycle of a plant and an animal.• Begin to understand the need to respect and care for the natural environment and all living things.• Explore the natural world around them.• Describe what they see, hear and feel whilst outside. <p>ELG</p> <ul style="list-style-type: none">• 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.		<ul style="list-style-type: none">• Draw information from a simple map.• Explore the natural world around them. <p>ELG</p> <ul style="list-style-type: none">• 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.	<p>ELG</p> <ul style="list-style-type: none">• 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.
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Expressive Arts and Design	<p>Join in with songs and rhymes. Look at colour mixing and how to create secondary colours. Children to create a self-portrait and display in class. Marble roiling planets. Paint a picture of a rocket. Hand prints for the tree in the dining room. Leaf printing. Autumn crafts Phase 1 Phonics- musical instruments. Charanga Music Scheme</p>	<p>Rockets for bonfire night. Rangoli patterns Diwali cards Christmas crafts Christmas songs. Birthday role play area. Charanga Music Scheme</p>	<p>Create a height chart Make plant labels Garden Centre role play area Make flowers Draw around ourselves and compare height Charanga Music Scheme</p>	<p>Body percussion Make musical instruments Taste tests Smelling jars Make listening cups Decorate plant pots Cress heads Charanga Music Scheme</p>	<p>Dinosaur footprints. Museum role play area Dinosaur handprints Masks Use musical instruments to make the sounds of dinosaurs. Charanga Music Scheme</p>	<p>Tie dye butterflies. Pom pom caterpillars Ribbon butterfly dancing Spider biscuit making Colour mixing butterflies Mini beasts masks Create mini beast habitats using a variety of resources. Charanga Music Scheme</p>
	<ul style="list-style-type: none">• Explore colour and colour-mixing.• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings.• Play instruments with increasing control to express their feelings and ideas.• Develop storylines in their pretend play.• Explore and engage in music making and dance, performing solo or in groups.	<ul style="list-style-type: none">• Take part in simple pretend play, using an object to represent something else even though they are not similar.• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.• Draw with increasing complexity and detail, such as representing a face with a circle and including details.• Explore and engage in music making and dance, performing solo or in groups.• Watch and talk about dance and performance art, expressing their feelings and responses• Create collaboratively, sharing ideas, resources and skills• Develop storylines in their pretend play.	<ul style="list-style-type: none">• Remember and sing entire songs.• Sing the pitch of a tone sung by another person (‘pitch match’).• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.• Create their own songs, or improvise a song around one they know.• Explore, use and refine a variety of artistic effects to express their ideas and feelings.• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively, sharing ideas, resources and skills.	<ul style="list-style-type: none">• Take part in simple pretend play, using an object to represent something else even though they are not similar.• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.• Explore different materials freely, to develop their ideas about how to use them and what to make.• Develop their own ideas and then decide which materials to use to express them.• Join different materials and explore different textures.• Develop storylines in their pretend play.• Sing in a group or on their own, increasingly matching the pitch and following the melody.	<ul style="list-style-type: none">• Explore different materials freely, to develop their ideas about how to use them and what to make.• Develop their own ideas and then decide which materials to use to express them.• Join different materials and explore different textures.• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively, sharing ideas, resources and skills. <p>ELG</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Take part in simple pretend play, using an object to represent something else even though they are not similar.• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.• Remember and sing entire songs.• Sing the pitch of a tone sung by another person (‘pitch match’).• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.• Create their own songs, or improvise a song around one they know.• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively, sharing ideas, resources and skills. <p>ELG</p> <ul style="list-style-type: none">• 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.

Possible Texts	Q Pootle 10 Whatever Next! 5 Little men in a Flying saucer. The Man on the moon The first hippo on the moon Aliens love underpants. The Leaf Thief	The Jolly Christmas Postman Christmas Story / Nativity Rama and Sita We’re Going on a Sleigh ride Santa Post Dear Santa Binny’s Diwali Kipper’s Birthday	Jaspers Beanstalk Titch Where does my food come from? Oliver’s Vegetables The Tiny Seed Sam Plants a Sunflower.	Brown Bear Brown Bear what do you see? The Listening Walk Your Body Your Senses Polar Bear, Polar Bear, What Do You Hear?	Dear Dinosaur Mad about Dinosaurs Hocus Pocus Diplodocus Oddsockosaurus Dinosaurs love Underpants Harry and his bucketful of Dinosaurs	Mad about Minibeasts Firefly Home Incy Wincy Spider The Hungry Caterpillar What the Ladybird Heard The Crunching Munching Caterpillar
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