



EYFS Curriculum Overview for Meadgate Primary School 2021/22



TELAT EYFS Curriculum Vision

At The Eveleigh Link Academy Trust we recognise that a child's experiences up to the age of five have a huge impact on their future life. We treat children as the individuals they are, celebrating their differences and their strengths, supporting their needs and enabling them to reach their full potential. As a result, our curriculums and daily practice are flexible, responsive and ambitious, taking into consideration the three Characteristics of Effective Learning: playing and exploring, active learning and creating and thinking critically. Our curriculums are based upon the standards set in the statutory EYFS Framework (2021) and supported by the non-statutory guidance of Development Matters (2021) alongside knowledge of our children, families and local communities. This knowledge is interwoven in the seven Areas of Learning and Development, to ensure progress towards meeting our end of year curriculum goals and the Early Learning Goals (ELGs) by the end of the Reception year and appropriately prepare them for year one. We aim to give our children the best possible start.

Meadgate Primary School EYFS Curriculum Vision

At Meadgate Primary School our main priority is to ensure our pupils feel welcome, safe and supported. We work closely with children and their families to understand individual's specific interests, abilities and challenges and to support healthy, age-appropriate development. We offer a fun and welcoming environment, within our extended grounds, to provide pupils with equal opportunities of outdoor experiences all year round. Through self-selection and open-ended play, we aim to create a learning space which fosters independence and collaboration in equal measure. At Meadgate, we put relationships first.

Educational Programmes

Prime Areas			Specific Areas			
Communication & Language	Personal, Social & Emotional	Physical	Literacy	Mathematical	Understanding the World	Expressive Arts & Design
<p>Communication and language is integral to our everyday practice. Primarily through meaningful conversation with adults, and each other, children develop communication skills, explore and extend vocabulary, have shared experiences and deepen understanding. Sensitive but probing questioning is used during 'Explore Time' and direct teaches, to encourage elaboration, clarity of thinking and an improved understanding and use of vocabulary. Thought provoking images and questions are used regularly, especially during shared snack times, to challenge children's thinking, promote healthy debate and encourage mutual respect. Through various sized groups and contexts, including circle time and 'Show and Share', children learn to pay attention to, respond to and question what they hear and see. Children listen and share regularly within their keyworker groups so that, over time, their communication skills develop within a familiar and safe environment.</p>	<p>Our main priority is to ensure our pupils feel welcome, safe and supported. We aspire for every child to develop a good understanding of themselves and others. We want our children to be happy and confident individuals. Our environment and daily routine are designed to promote executive functioning skills and self-regulation, as well as enabling positive relationships to form. Adults facilitate this by supporting children to follow class rules, modelling good behaviour and engaging in reflective discussions. We use a keyworker approach to support the development of secure attachments, build confidence and facilitate independence. Independence in learning and self-care is promoted and developed over time. For example, teaching the children how to change themselves for PE and how to gather resources they need for a task. Children engage in weekly taught sessions from The Jigsaw Approach, which links to the whole school PSHE scheme. This is supplemented with an annual visit from the Life Education Bus and related resources from SCARF Coram Life Education.</p>	<p>Children are taught the importance of regular exercise and its effect on our physical, mental and emotional wellbeing. They take part in weekly PE lessons with our specialist sports coach and follow the whole school curriculum which includes dance, gymnastics, invasion games, and athletics. The class also join in with whole-school sports day in the summer term. From January, all children are offered weekly swimming lessons at our onsite pool. Children take part in daily short dance sessions from 'GoNoodle' and have continuous access to resources which support their gross motor development. They are also given opportunities to develop their fine motor skills through a range of tools and activities within continuous provision and enhancements. Children take part in daily 'Dough Disco' sessions in the Autumn term, and 'Funky Fingers' in the Spring, to develop their strength and dexterity in their upper bodies, arms, hands and fingers which aid the development of handwriting. Handwriting lessons are taught daily to support pencil grip and correct letter formation.</p>	<p>Systematic synthetic phonics based on Letters and Sounds is taught daily and supplemented with Jolly Phonics actions and songs to support different learning styles. Children are taught as a whole class, before splitting into groups to meet their needs and maximise potential. Books are used as teaching tools, to enhance our curriculum and, more importantly, for pleasure, through daily story time. Every child reads a book consistent with their developing phonic knowledge individually with an adult at least once a week. Adults model storytelling using texts, their imaginations and real-life experiences in various contexts. Children have the opportunity to tell their own stories through small-world, role play and 'Story Scribing'. Writing resources are incorporated throughout the environment to encourage spontaneous mark making; children's attempts and creativity are celebrated. We hope to inspire them to write independently following whole class modelling sessions. In the Summer term, 'Super Sentences' supports children's understanding of words, captions and sentences and helps them write their own.</p>	<p>Maths is everywhere! Children learn about it through play and daily experiences in meaningful ways. They actively learn to sort, explore, compare, count, calculate, describe, subitise and manipulate numbers through the physical resources and activities in their environment. Pupils are also given opportunities to develop their spatial reasoning with activities such as obstacle courses and cookery on offer. Additionally, maths is explicitly taught daily as a short whole class session and followed up with maths challenges tailored to pupils' needs. These lessons are based upon White Rose Maths. Following a mastery approach, children use a combination of concrete manipulatives, pictorial representations and abstract ideas to deepen their understanding of number. Children are encouraged to talk through problems, learning and using new mathematical vocabulary and developing their reasoning and problem-solving skills. They learn to become creative, critical thinkers, problem solvers and brave learners through set maths challenges and targeted questioning within a 'have-a-go' culture.</p>	<p>Children are given experiences to help develop their awareness, understanding, respect and appreciation of a world beyond and before themselves. Observational drawing sessions help them attend to details and notice similarities and differences between living things, environments and other aspects of the natural world. Seasonal walks within the school grounds and local community allow children to discover seasonal changes in nature and develop their understanding of maps within their local area. This is supplemented with a trip further afield in the summer term to experience a different type of natural environment. To understand the journey of their food, children plant, care for, harvest, prepare, cook and then eat their own vegetables. Pupils have the opportunity to care for and observe the life cycles of birds and insects with Living Eggs and Insect Lore each year. Children learn about similarities and differences in cultures, customs and periods of time through visits from family and community members, as well as a permanent domestic roleplay that evolves with festivals and celebrations. We all tell our own stories and use books to learn about others and expand our vocabulary.</p>	<p>We believe that creative expression is a vital outlet for developing children's self-esteem, confidence and individuality. We provide children with a range of resources and tools to facilitate this in areas such as the painting area and workshop. Children have the option to share their creations and receive peer support to help refine both the process and outcome. Children learn stories, rhymes, poems and songs then perform these on our outdoor stage with peers and to the school and parents in Harvest Festival and the Nativity. Small world and role play activities are provided to encourage children to create and tell their own stories. 'Story Scribing' time with an adult is offered in the Summer term to inspire story writing and allow children to imagine and create their own storybooks beyond their transcription skills. Children take part in weekly Charanga music lessons, which links to the whole-school scheme of work, where children learn to remember a bank of nursery rhymes and other songs as well as learning to play simple parts on a glockenspiel. During Explore Time, children have continuous access to instruments and other resources to support their creative expression such as costumes and character masks.</p>

Curriculum Goals						
<ul style="list-style-type: none"> LISTEN to others with intent ASK a relevant question, make a relevant comment Participate in a back-and-forth DISCUSSION with friends & teachers EXPRESS ideas, feelings and explanations in full sentences 	<ul style="list-style-type: none"> Be INDEPENDENT learners who are relaxed, open & ACTIVE in the environment Build positive RELATIONSHIPS with others REGULATE their own emotions and behaviour Be INDEPENDENT learners who manage their own self-care 	<ul style="list-style-type: none"> ENJOY moving their bodies in different ways Manoeuvre with SAFETY and CONFIDENCE HOLD writing tools effectively USE cutlery confidently 	<ul style="list-style-type: none"> TALK about a favourite story Use recently-introduced VOCABULARY from core class texts READ a book consistent with their phonics knowledge WRITE a simple sentence consistent with their phonic knowledge that can be read by themselves and others 	<ul style="list-style-type: none"> UNDERSTAND numbers to 10 in depth RECALL key number facts to 10 COUNT beyond 20 EXPLAIN, REASON & PROBLEM SOLVE using numbers to 10 	<ul style="list-style-type: none"> KNOW who is important in their life and why Understand important PROCESSES in the natural world APPRECIATE different religious and cultural communities locally and around the world LOG ON to a school laptop using their personal username and password 	<ul style="list-style-type: none"> EXPRESS themselves through their favourite mediums Use tools and techniques to make own INVENTIONS TELL their own story PERFORM to an audience
EYFS Curriculum Content						
Each planned topic is included in the curriculum for specific reasons. They do not run for a specific amount of time but are based on the children's current learning, therefore a topic can run for between two and seven weeks. Each topic has related themes, resources and activities that can be used in enhanced provision alongside those related to need and those inspired by the children's interests.						
Term	Autumn (7 + 7)		Spring (6 + 6)		Summer (6 + 7)	
Topic	Me in my school	Let's Celebrate!	How do I get there?	Footprints and Fossils	I Feel Good	These wings were made to fly
Themes	<ul style="list-style-type: none"> Starting school Getting to know you Our class rules Me and my family Superheroes 	<ul style="list-style-type: none"> Autumn Celebrations around world Awareness & charity days Celebrating differences 	<ul style="list-style-type: none"> Winter New beginnings/ aspirations Lunar New Year Journeys 	<ul style="list-style-type: none"> Spring Dinosaurs Easter Growing 	<ul style="list-style-type: none"> Food Healthy Me People who help us British Values 	<ul style="list-style-type: none"> Summer Seaside Caterpillar life cycle Transition to Year One
Enquiry questions	Who am I? What is a hero?	What changes do you notice? How is ___ celebrated?	What do I want to achieve? How do I get there?	What's in that egg? How does this grow?	Where does food come from? How can I stay healthy?	What's at the seaside? What happens next?
Enrichment activities	<ul style="list-style-type: none"> Sharing treasure boxes Be a superhero day Harvest Festival 	<ul style="list-style-type: none"> Seasonal Walk Nativity Pantomime trip Xmas Lunch 	<ul style="list-style-type: none"> Seasonal Walk Swimming lessons start Chinese Banquet 	<ul style="list-style-type: none"> Visit to library Living Eggs (Chick hatching) Planting seeds and bulbs 	<ul style="list-style-type: none"> Life Bus visit Visit from local paramedic/ firefighter/police officer 	<ul style="list-style-type: none"> Insect Lore (Butterflies) Trip to the seaside Sports day
Celebrations/ Awareness Days	Harvest Festival Black History Month (October) National Poetry Day (7/10) Halloween (31/10)	Diwali (4/11) Bonfire Night (5/11) Remembrance (11/11) Children in Need (13/11) Hanukkah (28/11-6/12) Christmas Jumper Day (10/12) Christmas (25/12)	New Year (1/1) Lunar New Year (1/2) Safer Internet Day (8/2) Valentine's Day (14/2)	Shrove Tuesday/ St David's Day (1/3) World Book Day (3/3) St Patrick's Day (17/3) Holi (19/3) Comic Relief (23/3) Mother's Day (27/3)	Easter (17/4) Ramadan (2/4-1/5) Eid al-Fitr (2-3/5) Queen's Birthday (21/4) St George's Day (23/4)	Queen's Jubilee (11/6) Father's Day (19/6)
Core texts/songs/rhymes	<ul style="list-style-type: none"> Starting School (<i>SLS loan</i>) Superheroes (<i>SLS Topic Box</i>) I Don't Want to Go to School Morning/home time songs Ready, Steady, Mo! Supertato Isaac and his Amazing Asperger Superpowers! Room on the Broom You Choose Harvest songs 	<ul style="list-style-type: none"> Dipal's Diwali (<i>Twinkl</i>) Sparks in the Sky (<i>Twinkl</i>) Two Homes The Jolly Christmas Postman Nativity songs 	<ul style="list-style-type: none"> Lunar New Year (<i>Artefact SLS Loan</i>) Dragons in the City (<i>Twinkl</i>) The Journey Rosie's Walk We're Going On a Bear Hunt Giraffes Can't Dance The Great Race Little Red Riding Hood Three Billy Goats' Gruff 	<ul style="list-style-type: none"> Dinosaurs (<i>SLS Topic Box</i>) The Squirrels who Squabbled Little Rabbit Foo Foo Ten Little Dinosaurs Life Cycle non-fiction texts The Itchy-saurus The Ugly Duckling 	<ul style="list-style-type: none"> People who help us (<i>SLS Topic Loan</i>) Rameena's Ramadan (<i>Twinkl</i>) Oliver's Vegetables The Enormous Turnip Jasper's Beanstalk The Tiger Who Came to Tea Goldilocks and the Three Bears 	<ul style="list-style-type: none"> The Very Hungry Caterpillar (<i>Story Sack Loan</i>) The Huge Bag of Worries The Fish Who Could Wish

Term	Autumn (7 + 7)		Spring (6 + 6)		Summer (6 + 7)	
Key vocab	Rules, responsibilities, names, locations, naming resources and routines, hero, celebrate, superpower	Autumn, seasons, change, difference, Diwali, Rangoli, remembrance, Hannukkah, Christmas, Hinduism, Judaism, Christianity	Resolution, wish, achieve, China, map, journey, winter, seasons, travel, positional language	Spring, growth, hatch, life cycle, bloom, bud, seasons, Holi, Easter, Christianity, Hinduism, fossil, footprint	Growing, vegetables, Ramadan, Islam, Eid al-Fitr, birthday, queen, St George, healthy	Summer, seasons, change, caterpillar, butterfly, chrysalis, seaside, sea, sand, beach, shells, worries,
C&L	<ul style="list-style-type: none"> - Listen for short periods on the carpet - Listen to and following instructions from key person - Wait our turn to talk - Use talk to meet our needs - Share key information about ourselves and our family members – (treasure boxes) - Talk about our favourite things - Key person circle times introduced 	<ul style="list-style-type: none"> - Listen on the carpet during direct teaches - Develop back-and-forth interactions; showing more interest in others' talk, listening to what they say - Talk partners introduced in Phonics and Maths lessons - Comment on what we are doing/answering more questions during play - Learn songs and lines for the Nativity and perform to an audience - Start buddy activities with Y6 - Show & Tell (items from home) 	<ul style="list-style-type: none"> - Listen on the carpet for longer direct teaches - Acquire new, subject-specific vocabulary - Develop back-&-forth conversations; listening to & remembering what the other person has said and relaying it (Chinese whispers) - Talk partners introduced in topic lessons - Ask questions, finding out answers together & commenting on non-fiction texts - Retell/act out our favourite stories - Show & Share (explore time) 	<ul style="list-style-type: none"> - Listen carefully to retrieve facts from non-fiction texts and videos - Develop back-&-forth conversations; listening to and remembering what the other person has said and acting on it - Explain, and ask questions, about life processes, discussing findings with others - Ask questions, then observe and listen to find out the answer - Use subject-specific vocabulary when retelling life processes - Show & Share (explore time) 	<ul style="list-style-type: none"> - Develop back-and-forth conversations; remembering what the other person has said and responding appropriately - Comment on, and ask questions about favourite foods, discussing with others in a group - Ask, and find out, where different food comes from - Listen to and ask questions of a visitor and comment on their answers - Naughty Bus Show & Share 	<ul style="list-style-type: none"> - Share feelings, worries, concerns about moving to Year One in full sentences and listen to those of others with empathy - Ask relevant questions of their new teachers - Make predictions about what might happen next e.g. life cycle, year one - Share facts they know and ask questions about pirates - Tell their own stories to an adult and have them scribed, act them out as part of a group (Story Scribing) - Naughty Bus Show & Share
PSED	<ul style="list-style-type: none"> - Practise leaving my caregiver at the gate - Get to know keyworkers and feel safe with them - Understand who trusted adults are in my life - Follow simple instructions given by a familiar adult - Help create class rules & learn to follow them - Play alongside and with new friends - Stay safe at Halloween - Use toilet & washing hands at school - Begin changing for PE with support - Collect and eat my lunch at school 	<ul style="list-style-type: none"> - Leave my caregiver independently - Share how I'm feeling with familiar people - Follow instructions and class rules with less need for reminders - Play with a variety of children and resources - Building further relationships e.g. across KS1/buddies - Stay safe on Bonfire Night - Use the toilet at school and washing my hands with more independence - Change for PE - Collect and eat lunch at school with more independence - Taste new foods at the Phonics Café 	<ul style="list-style-type: none"> - Share what I like/don't; recognising others may have different choices - Follow more complex instructions from familiar adults - Recognise some of my own strengths and areas for development - Develop friendships and wider relationships - Use toilet & wash hands independently - Change for PE with more independence - Begin changing for swimming with support - Learn about and practice pool safety - Taste new foods at a Chinese Banquet 	<ul style="list-style-type: none"> - Continue to develop relationships with a range of peers and adults in school - Develop strategies for solving conflict with others - Understand how they have grown since they were a baby and how they have changed - Change for PE independently - Change for swimming - Taste new foods at the Phonics Café 	<ul style="list-style-type: none"> - Understand that others may be feeling differently to us and begin to respect that - Understand and describe what we can do to look after our bodies and minds - Find out ways in which we can keep ourselves safe - Change for swimming with increasing independence - Make a wider range of food choices - Taste new foods that we have grown, prepared and cooked ourselves 	<ul style="list-style-type: none"> - Share what we have most enjoyed about our time in Reception and recognise own achievements and those of others - Prepare for the changes that Y1 will bring including getting to know our new teacher(s) and classroom - Change for swimming independently - Understand about our bodies and how they have changed since we were babies

Term	Autumn (7 + 7)		Spring (6 + 6)		Summer (6 + 7)	
The JIGSAW Approach	Being Me in My World (P1) 1. Who...me? 2. How am I feeling today? 3. Being at school 4. Gentle hands 5. Our rights 6. Our responsibilities	Celebrating Difference (P2) 1. What I am good at 2. I'm special, I'm me! 3. Families 4. Houses and homes 5. Making friends 6. Standing up for yourself	Dreams and Goals (P3) 1. Challenge 2. Never giving up 3. Setting a goal 4. Obstacles and support 5. Flight to the future 6. Footprint awards	Relationships (P5)* 1. My family and me 2. Make friends...Pt1 3. Make friends...Pt2 4. Falling out and bullying Pt1 5. Falling out and bullying Pt2 6. Being the best friend...	Healthy Me (P4)* 1. Everybody's body 2. We like to move it 3. Food glorious food 4. Sweet dreams 5. Keeping clean 6. Stranger danger	Changing Me (P6) 1. My body 2. Respecting my body 3. Growing up 4. Fun and fears Pt1 5. Fun and fears Pt2 6. Celebration
Physical	<ul style="list-style-type: none"> - Move bodies confidently & safely within a new environment - Daily 'Wake Up, Shake Up' - Large outdoor equipment to balance, jump & climb - Sensory/outdoor exploration e.g. sandpit, mud kitchen - Parachute games and throwing and catching a large ball (PE) - Mark making and using small tools safely e.g. playdough and clay tools - Begin to use cutlery to feed ourselves 	<ul style="list-style-type: none"> - Find our favourite ways to move within environment (indoors and outdoors) being mindful of others - Use large outdoor equipment to balance, jump and climb with increasing confidence - Learn actions for songs (Nativity) - Use wall bars in the hall safely and confidently (PE) - Daily 'Dough Disco' - Begin to form letters of the alphabet - Begin to use my cutlery more independently 	<ul style="list-style-type: none"> - Begin to find different ways to travel over, under and through; negotiating space safely and confidently - Dance/gymnastics: travelling movements (PE) - Dragon dances - Swimming lessons start - Daily 'Funky Fingers' - Form all letters from Phase 2 phonics - Use cutlery for new and different foods, try using chopsticks 	<ul style="list-style-type: none"> - Play more structured outdoor games using selected equipment - Football, basketball and hockey (PE) - Swimming lessons - Digging and planting - Daily 'Funky Fingers' - Form recognisable letters within words - Cut up my own food at lunchtime - Use our developing fine motor skills to make, decorate and flip pancakes 	<ul style="list-style-type: none"> - Make up own outdoor games using selected equipment - Cricket (PE) - Swimming - Digging up vegetables, washing and cutting them - Daily 'Super Sentences' - Form recognisable letters accurately within phrases and sentences 	<ul style="list-style-type: none"> - Make up own outdoor games using own choices of equipment - Athletics (PE) - Swimming - Daily 'Super Sentences' - Form recognisable letters accurately within sentences
Literacy Phonics	<ul style="list-style-type: none"> - Assess and develop pupils' skills within Phase 1: <ul style="list-style-type: none"> ➢ General sound discrimination: develop listening skills, awareness of & distinction between; environmental sounds, those made by instruments/noise makers, sounds & rhythms made through body percussion ➢ Develop awareness of rhythm & rhyme in speech ➢ Alliteration: develop identification of words with the same initial sound ➢ Voice sounds: understand & explore variety of sounds made with voices ➢ Oral blending: begin to orally blend sounds together to make CVC words ➢ Oral segmenting: begin to orally segment CVC words into phonemes 	<ul style="list-style-type: none"> - Start Phase 2*: Make grapheme-phoneme correspondences for all graphemes/digraphs in: <ul style="list-style-type: none"> ➢ Set 1: s a t p ➢ Set 2: i n m d ➢ Set 3: g o c k ➢ Set 4: ck e u r ➢ Set 5: h b f ff l ll ss ➢ Identify initial sounds within words ➢ Learn letter formation rhymes for all Ph 2 letters ➢ Oral blending of CVC words using learnt phonemes & begin blending for reading ➢ Oral segmenting of CVC words using learnt phonemes and begin segmenting for spelling ➢ Recognise some irregular common words: the, to, no, go and I <p><i>*Start in Aut 1 if cohort is ready</i></p>	<ul style="list-style-type: none"> - Revisit and apply Phase 2: <ul style="list-style-type: none"> ➢ Identify Phase 2 phonemes within CVC words ➢ Recap all GPCs ➢ Refine letter formation ➢ Develop blending and segmenting of CVC words ➢ Read and spell CVC words with more independence ➢ Recognise and write common irregular words ➢ Apply phonics knowledge when reading captions and simple sentences ➢ Begin to write simple labels > captions > sentences using correct GPCs 	<ul style="list-style-type: none"> - Start Phase 3: Make grapheme-phoneme correspondences for all graphemes/digraphs in: <ul style="list-style-type: none"> ➢ Set 6: j v w x ➢ Set 7: y z zz qu ➢ Consonant digraphs: ch sh th ng ➢ Vowel digraphs: ai ee igh oa, oo ar or ur ➢ Identify Phase 3 phonemes within CVC words ➢ Read and spell CVC words containing Ph.3 graphemes/ digraphs ➢ Recognise some irregular common words; he, she, me, we, be, was, you, they, all, are ➢ Begin to apply Phase 3 phonics knowledge when reading simple captions > sentences 	<ul style="list-style-type: none"> - Continue with Phase 3 (vowel digraphs): Make grapheme-phoneme correspondences for all digraphs/trigraphs in: <ul style="list-style-type: none"> ➢ ow oi er ➢ ear air ure ➢ Reading and spelling CVC words containing Ph.3 digraphs/trigraphs ➢ Recognise some irregular common words: my, her ➢ Write all common irregular words for Phase 3 ➢ Apply Phase 3 phonics knowledge when reading simple captions > sentences ➢ Begin to apply Phase 3 phonics knowledge when writing simple captions > sentences 	<ul style="list-style-type: none"> - Review and apply Phase 2 and Phase 3*: <ul style="list-style-type: none"> ➢ Apply Phase 2 and 3 phonics knowledge when reading sentences in individual books at our level ➢ Revisit common exception words from Ph.2 and 3, practising reading and writing them ➢ Revisit correct letter formation and use within our own writing ➢ Apply phonics knowledge when writing simple phrases and sentences ➢ Ensure we can read back our own writing and that it is clear for others to read too <p><i>*Start Phase 4 phonics if cohort is ready</i></p>

Term	Autumn (7 + 7)		Spring (6 + 6)		Summer (6 + 7)	
Literacy Reading	<ul style="list-style-type: none"> Use favourite stories & print in environment to explore the 5 key concepts about print: <ul style="list-style-type: none"> ➤ meaning ➤ different purposes ➤ English read= L>R, T>B ➤ Name parts of book ➤ Page sequencing Read stories as a class/groups & support attention and recall Read stories and poems with rhymes and repeated refrains and encourage chn to join in Weekly 1:1 reading (Lilac A) <ul style="list-style-type: none"> ➤ Hold books, turning pages ➤ Have conversations about books & develop new vocab ➤ Discuss what's happening in pictures ➤ Ask & answer questions Name recognition 	<ul style="list-style-type: none"> When sharing books with class and small groups, answer more simple questions Weekly 1:1 reading (Lilac/Pink): <ul style="list-style-type: none"> ➤ Recognise letters ➤ Point out initial sounds ➤ Oral blending and blending VC/CVC ➤ Discuss pictures and answer questions ➤ Recognise some common irregular words – Phase 2 tricky words 	<ul style="list-style-type: none"> Read books we've read before and retell them in own words/act them out Learn new vocabulary and facts from non-fiction Weekly 1:1 reading: (Pink): <ul style="list-style-type: none"> ➤ Blend CVC words ➤ Read simple phrases > sentences ➤ Answer questions about sentences read ➤ Begin to incorporate other reading strategies ➤ Read irregular common words within sentences – Phase 2 tricky words 	<ul style="list-style-type: none"> Discuss/review our favourite books using new vocabulary Learn new vocabulary and facts from non-fiction to pass on to others Weekly 1:1 reading: (Pink/Red): <ul style="list-style-type: none"> ➤ Blend CVC words, some containing digraphs ➤ Read simple sentences ➤ Answer questions about sentences read ➤ Begin to incorporate other reading strategies Match lower and upper case letters 	<ul style="list-style-type: none"> Read new stories and predict what might happen next Weekly 1:1 reading: (Red) <ul style="list-style-type: none"> ➤ Blend CVC words, including those containing digraphs ➤ Read simple sentences ➤ Answer questions about sentences read ➤ Begin to incorporate other reading strategies 	<ul style="list-style-type: none"> Review our favourite stories using new vocabulary and record for our new teacher(s) Read a whole book consistent with their phonic knowledge Weekly 1:1 reading: (Red Yellow) <ul style="list-style-type: none"> ➤ Blend CVC words, including those containing digraphs ➤ Read simple sentences ➤ Answer questions about sentences read ➤ Begin to incorporate other reading strategies
Literacy Writing	<ul style="list-style-type: none"> Mark making/writing for purpose, matched to chn's interests e.g. within CP, me and my family, my favourite superheroes etc. Learn 'The Little Red Hen' or 'Room on the Broom' in the style of T4W Pattern writing for early writing Copy the letters from my name 	<ul style="list-style-type: none"> Autumn 2 writing assessment: My October Half Term Holiday (Recount) Write own name and use to label work within explore time Learn letter formation for every grapheme in Phase 2 Use a checklist e.g. on Autumn Walk Write Christmas post e.g. lists, cards and letters (mark making > initial letter sounds) 	<ul style="list-style-type: none"> Spring 1 writing assessment: My Christmas Holiday (Recount) Form letters correctly for each grapheme in Phase 2 Spell CVC words Spell irregular common words – Phase 2 Write simple labels using correct GPCs Begin to write simple captions>phrases>sentences with support e.g. our wishes for the future 	<ul style="list-style-type: none"> Spring 2 writing assessment: My February Half Term Holiday (Recount) Spell CVC words, some containing digraphs Spell some irregular common words – Phase 3 Write simple sentences using learnt phonics Write facts about dinosaurs Write Mother's Day cards Writing chick diaries Learn 'Little Rabbit Foo Foo' in the style of T4W 	<ul style="list-style-type: none"> Summer 1 writing assessment: My Easter Holiday (Recount) Form capital letters accurately Spell CVC words, some containing digraphs Write some irregular common words – Phase 3 Write simple recipes – Queen's birthday cake/healthy food Write questions for visitors Write simple sentences and reading them back to check they make sense 	<ul style="list-style-type: none"> Summer 2 writing assessment: My May Half Term Holiday (Recount) Write simple sentences using a capital letter and a full stop Read back our writing to check for sense, editing with support if needed Write Father's Day cards Write caterpillar diaries
Mathematics <i>White Rose Maths</i>	<p>Getting To Know You:</p> <ul style="list-style-type: none"> ➤ Baseline <p>Just Like Me!</p> <ul style="list-style-type: none"> ➤ Match and sort ➤ Compare amounts ➤ Compare size, mass & capacity ➤ Exploring pattern 	<p>It's Me 123!</p> <ul style="list-style-type: none"> ➤ Representing 1, 2 & 3 ➤ Comparing 1, 2 & 3 ➤ Composition of 1, 2 & 3 ➤ Circles & triangles ➤ Positional language * <p>Light and Dark</p> <ul style="list-style-type: none"> ➤ Representing numbers to 5 ➤ One more and less ➤ Shapes with 4 sides ➤ Time 	<p>Alive in 5!</p> <ul style="list-style-type: none"> ➤ Introducing zero ➤ Comparing numbers to 5 ➤ Composition of 4 & 5 ➤ Compare Mass (2) ➤ Compare Capacity (2) 	<p>Growing 6,7,8 (Moved from Spr 1 to suit timetable)</p> <ul style="list-style-type: none"> ➤ 6,7 & 8 ➤ Making pairs ➤ Combining 2 groups ➤ Length & Height ➤ Time <p>Building 9 and 10</p> <ul style="list-style-type: none"> ➤ 9 & 10 ➤ Comparing numbers to 10 ➤ Bonds to 10 ➤ 3D-shape ➤ Pattern (2) 	<p>To 20 and Beyond</p> <ul style="list-style-type: none"> ➤ Building Numbers ➤ Beyond 10 ➤ Counting Patterns ➤ Beyond 20 ➤ Spatial Reasoning (1) <p>First then Now</p> <ul style="list-style-type: none"> ➤ Adding More ➤ Takeaway Away ➤ Spatial Reasoning (2) ➤ Compose & Decompose 	<p>Find my Pattern</p> <ul style="list-style-type: none"> ➤ Doubling ➤ Sharing & Grouping ➤ Even and Odd <p>On the Move</p> <ul style="list-style-type: none"> ➤ Deepening Understanding ➤ Patterns & Relationships ➤ Special Reasoning (4) ➤ Mapping

Term	Autumn (7 + 7)		Spring (6 + 6)		Summer (6 + 7)	
Understanding of the World	<ul style="list-style-type: none"> - Share treasure boxes of photos & objects: talk & share past & present events in own lives & family members - Who else is important to me i.e., in our school community – who are they are where can I find them? (maps) - Celebrate differences between people and learn how everyone should be treated fairly (Black History Month) - Celebrate achievements of Black people in British history e.g. Mo Farah (house captain) - Understand that some people in our community are less fortunate and consider how we can support each other (Harvest donations to local food bank/church) - Learn how to respect our immediate environment (keep school community tidy) - Harvest, cook & eat veg grown in class garden - Interact with touch screen activities on IWB/iPads e.g. mark making, 2Paint, voice recorders 	<ul style="list-style-type: none"> - Notice, observe & describe seasonal changes of Autumn within our school community – Autumn Walk on school field - Learn to respect & look after our outdoor environment – tidy garden & plant bulbs for later in school year - Understand about different religious and cultural celebrations, including, but not limited to, those they celebrate themselves, sharing their past/present customs & routines and those of their families/friends e.g., Diwali, Hannukah and Christmas - Find and describe where we live and draw pictures from photos, understanding all homes are different (maps) - Understand the difference between online and the real world and begin to know what to do if something online worries/upsets them (Smartie the Penguin – Xmas Story) - Cook and prepare food for the Phonics Café 	<ul style="list-style-type: none"> - Notice, observe & describe seasonal changes within our local community – Winter Walk to Meadgate Park - Explore similarities and differences about life in this country and another country e.g. What is it like to go to school in China? - Find England & China on Google Earth and compare aerial photographs - Begin to use and draw simple maps to represent simple journeys e.g., between home and school - Understand more about the joys and dangers of using the internet and how to stay safe while having fun online (Safer Internet Day) - Use '2Go' on the IWB>Beebots to explore directional language with technology - Cook and prepare food for a Chinese Banquet 	<ul style="list-style-type: none"> - Notice, observe & describe seasonal changes of Spring within our local community – Spring Walk to Gt Baddow library - Understand how humans, animals & plants grow and change over time, considering how they and their family members have changed from past to present. Match animals & offspring (Living Eggs) - Plant seeds/bulbs & learn how to look after them as they grow - Understand that some things from history no longer exist & we can find out about them from clues left behind e.g., fossils > dinosaurs - Use non-fiction texts to find out about past events - Recognise that different people celebrate special times in different ways e.g., Holi, Easter, Mother's Day - Use an iPad to take a photo of a living thing - Use '2Beat' on IWB to make simple repeating patterns 	<ul style="list-style-type: none"> - Help to grow, harvest and cook healthy food ready to eat - salad - Learn about further religious and cultural festivals and appreciate similarities and differences between them and ones we have learnt so far this year e.g. Ramadan, Eid al-Fitr - Name some of the ways we can keep ourselves healthy and safe - Name some of the people in our community that help keep us healthy and safe e.g., visit from Great Baddow fire station - Learn about famous Kings and Queens from British past and present - Understand what to do if they see something online that worries/upsets them i.e., concept of a trusted adult (Jessie and Friends – Lesson 1) - Practise logging on to a school laptop in groups and use Mashcam to take a selfie of themselves in the future 	<ul style="list-style-type: none"> - Notice, observe and describe the seasonal changes of Summer in another community e.g., seaside town - Revisit using and drawing their own simple maps (pirate treasure maps) - Compare their familiar location with a contrasting environment; city/seaside and consider similarities and differences between those places in the past and now e.g., pictures at the beach from the past and now - Understand about the life cycle of a caterpillar, observing and noticing changes over time - Make pirate ships and test them out to see if they float - Practise logging on to a school laptop with purpose e.g., to use Bug Club and 2Paint

Term	Autumn (7 + 7)		Spring (6 + 6)		Summer (6 + 7)	
Expressive Arts & Design	<ul style="list-style-type: none"> - Observational drawing: self-portraits - Explore creative areas within classroom e.g. junk modelling, stage, small world - Explore water colour paints to make marks and create pictures e.g. of self - Use scissors & tape to make Superhero watches & junk models e.g. superhero vehicles - Learn songs for Harvest and perform them to an audience - Use 2Paint on the IWB to create a picture e.g., self-portrait (digital art) 	<ul style="list-style-type: none"> - Observational drawing: object found on Autumn walk/photo of our homes - Combine materials e.g. copy & create own Rangoli patterns out of rice & chalk and diyas out of playdough & small parts - Creating art using natural objects e.g. animals from autumn leaves - Explore poster paint to make marks and create pictures e.g. firework splatter painting - Use glue & tear/cut to make collages e.g. poppies - Learn songs for Nativity and perform them to an audience 	<ul style="list-style-type: none"> - Observational drawing: Artefact from Lunar New Year loan - Explore new colours that can be made with primary colours using poster paint - Use scissors, tape, glue, different materials & containers to create own junk models e.g. dragons/ robots. Present during 'Show & Share' sessions- giving & receiving feedback on workshop creations - Dance to our favourite music – why is this our favourite? How does it make us feel? 	<ul style="list-style-type: none"> - Observational drawing: living things (chicks/flowers) - Finger print in poster paint to create art with repeating patterns e.g. Easter/ Mother's Day cards, & use white & black for tints/tones - Create art using natural objects and other media e.g. flower petals & pencil/paint - Use scissors, tape, glue, different materials/ containers to create own junk models e.g. dinosaurs/chicks. Present them during 'Show & Share' sessions- giving & receiving feedback on workshop creations. Can you listen and improve your work? - Use an iPad to take a photo of a living thing (digital art) 	<ul style="list-style-type: none"> - Observational drawing: fruits/vegetables - Print with poster paint & objects e.g. fruit/ vegetables /3D shapes to make repeating patterns - Cut and combine materials and work as a group to make different models e.g. birthday cake for the Queen from playdough, bottle tops and small parts - Develop small world/role play > telling own stories 'Story Scribing' e.g. Kings/Queens or People who help us - Use Mashcam to take a selfie on a school laptop (digital art) 	<ul style="list-style-type: none"> - Observational drawing over time: caterpillar > butterfly - Make collages with variety of materials e.g. beach scene with collected sand, shells etc. - Explore mirror printing with poster paint and practise painting within more intricate designs e.g. butterflies - Use scissors, tape, glue, different materials/containers to create own junk models/ props & use them within role play & stories e.g. treasure maps /telescopes /boats - Develop small world/role play > telling own stories 'Story Scribing' e.g. pirate stories and act them out with others - Use 2Paint on a school laptop to create a picture e.g. beach scene (digital art)
Charanga Musical School	<p>Me!</p> <ol style="list-style-type: none"> 1. Listen and Respond: different styles of music 2. Explore and Create: voices>instruments 3. Singing - nursery rhymes and action songs 4. Share and Perform 	<p>My Stories</p> <ol style="list-style-type: none"> 1. Listen and Respond: different styles of music 2. Explore and Create: voices + instruments 3. Singing - nursery rhymes and action songs 4. Share and Perform 	<p>Everyone!</p> <ol style="list-style-type: none"> 1. Listen and Respond: different styles of music 2. Explore and Create: voices + instruments 3. Singing - nursery rhymes and action songs 4. Share and Perform 	<p>Our World</p> <ol style="list-style-type: none"> 1. Listen and Respond: different styles of music 2. Explore and Create: voices + instruments 3. Singing - nursery rhymes and action songs 4. Share and Perform 	<p>Big Bear Funk</p> <ol style="list-style-type: none"> 1. Listen and Appraise: different funk music 2. Explore and Create: voices + instruments 3. Sing and play: 'Big, Bear, Funk 4. Share and Perform 	<p>Reflect, Rewind, Replay</p> <ol style="list-style-type: none"> 1. Listen and Appraise: different pieces of music 2. Explore and Create: voices + instruments 3. Sing and play: revisit 4. Share and Perform