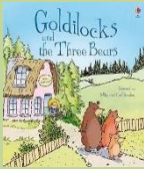


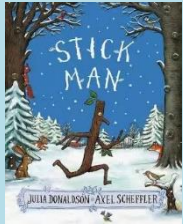
Our creative and inspiring curriculum is designed to make learning part of everything that the children do. Each child is viewed as a unique individual and they are taught to value their learning and have pride in their achievements. This helps them become resilient, confident and highly capable learners.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

**The EYFS seeks to provide:**

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Busy Being Me	Celebrations	Magic Time Machine	Growing	Wet and Wild	Our Wonderful World- Holidays
Rational for our Theme	In Autumn 1 we realise that our children have only just started with us and they need to get to know each other, themselves, build relationships and learn new routines in a brand new setting. Our learning focuses on	In Autumn 2 we use this half term to discover a wide range of celebrations here and around the world. This is because we recognize that we have over 13 nationalities in school and we want our children to understand	Spring 1 focuses on past and present and how the past has shaped our present world. We learn about living memory and the memories of our family members through exploring artefacts, studying old images	During the Spring 2 half term, we are lucky to be able to explore a range of growth that children can see around school and relate to their own experiences. We focus on healthy eating, growth of	In Summer 1, we go further afield and learn about different animals and environments around the world. This builds on our previous learning about other people and animals we have seen.	In Summer 2 our children take a vacation with Willow Lane Airways and travel to a range of countries to meet the people, taste the food and experience the culture. This is the culmination of all


	<p>exploring feelings, similarities and differences, senses and hygiene and rules and responsibilities.</p>	<p>diversity and the cultures and practices of the world now that they have learnt about themselves.</p>	<p>and videos, including the moon landing, 1980s and old toys and traditional stories.</p>	<p>themselves, plants and animals and how these are linked.</p>		<p>aspects of our learning and consolidates the children understanding of healthy foods, shared experiences and diversity.</p>
<p><b>Whole Class Theme Books</b></p>	<p>The colour Monster    Titch    Mucky Pup    Little Red Riding Hood    My Five Senses  </p>	<p>Winnie the Witch    The Best Diwali Ever    Somebody Swallowed Stanley    The Tiger That Came To Tea    The Christmas Story    Stickman</p>	<p>Dinosaurs    The Great Race    Goldilocks and the Three Bears    The Gingerbread Man  </p>	<p>Caterpillar and Bean    Supertato    Songs  The Odd Egg    Egg to Chicken    The Hungry Caterpillar  </p>	<p>Handa's Surprise    Under the Sea    Further reading for Summer from areas of need and recap</p>	<p>Summer from areas of need books</p>


						
<b>Predictable interests</b>	Interests to be integrated from home visits, e.g. transport, super heroes, etc	Halloween Diwali Recycling week Bonfire Night Remembrance Day Road safety week Children in need Winter solstice Christmas Hannukah	Winter Chinese New Year Valentine's Day	Spring Growth Pancake Day World Book Day Mother's Day Easter Sunday Eid	Weather Earth Day	Summer Father's Day
<b>Cultural capital/ Enrichments</b>	In addition to our enrichments, there are many enrichments and opportunities throughout the curriculum that children get to experience and talk about. Our lessons are exciting and interactive to promote an early love of learning.					
	Walk around school Visit from the 'Tiger' saying sorry Teddy bear hospital	Introduce junk modelling play projects in recycling week. Nativity Pantomime Visit Visit from Animal Care	Visit to Lancaster museum (linked to oldy toys and games)	Chicks hatching experience Caterpillar hatching and butterfly release Growing plants in outdoor classroom	Letter from Earth to the children – children to give a present to earth e.g. plant a tree Visit butterfly house Millennium Orchard Walk	Frankland Plane tours – travelling to different countries and experiences food, music and culture- Parents to come in
<b>Children's voice</b>	This will be updated throughout the year as the children make suggestions and give directions for where they would like their learning to take them. For example, our children love dinosaurs, so we have created an immersive experience around this topic.					
<b>Parents' voice</b>	We welcome the input of parents and carers, and give regular opportunities via tapestry and termly newsletters for suggestions or ideas of what they would like their child to learn or experience at school.					
<b>Parental engagement</b>	Tapestry Phonics workshop Parent settling in meetings	Christmas performance	Tapestry Bring in something old – old photo, old object, memory Parents evenings	Easter Hunt	Parents' evening	Reports Stay and play invite for parents
Characteristics of effective teaching and learning	Playing and exploring Playing and exploring - key vocabulary: 'have a go', 'be brave', 'experience something new', 'independent'		<b>Active learning</b> Creating and thinking critically - key vocabulary: 'Do you remember when...' 'That reminds me of...'; 'I wonder what you were		<b>Creating and thinking Critically</b> Active learning - key vocabulary: 'resilient', 'determined', 'never give up', 'concentrate', 'focus', 'pride', 'celebrate', 'share', 'joy',	


Every unique child is... engaged, motivated and thinking		thinking then....' 'I wonder how...' 'I wonder why...'	
	<ul style="list-style-type: none"> <li>-I can recognise that my actions have an effect on the world, so I like to repeat them.</li> <li>-I can make choices and explore different resources and materials.</li> <li>-I can plan and think ahead about how I will explore or play with objects.</li> <li>-I can guide my own thinking and actions by talking to myself as I play.</li> <li>-I can bring my own interests and fascinations into early years settings.</li> </ul>	<ul style="list-style-type: none"> <li>-I can begin to predict sequences because I know routines.</li> <li>-I can participate in routines.</li> <li>-I can show goal-directed behaviour.</li> <li>-I can keep on trying when things are difficult.</li> <li>-I can begin to correct my mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>-I can take part in simple pretend play.</li> <li>-I can sort materials.</li> <li>-I can review my progress to achieve a goal.</li> <li>-I can solve real problems.</li> <li>-I feel confident coming up with my own ideas.</li> <li>-I can make more links between my ideas.</li> <li>-I can concentrate on achieving something that is important to me.</li> <li>-I can give my attention to tasks and ignore distractions with increasing control.</li> </ul>
All aspects of these are interwoven with the teaching, environment and relationships with adults. Certain elements are explicitly referred to, in order to raise children's metacognition and enhance their learning capabilities.			


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Communication and Language</b>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.</p> <p>The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By using the SHREC approach across the EYFS, children will be able to engage in relevant discussions as a whole class, small group and 1:1. They will learn how to express 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. Key vocabulary is planned for through direct teaching and repetition in provision as we understand that many of our children come to us with speech and language difficulties. Children will learn to offer explanations and use a range of vocabulary that they have learnt throughout the year. Where specific gaps are identified, we use WellComm to address these and support speech and language in the Early Years.</p>					


## Listening to children and having conversations with them

**Sh**  

**Share attention**  
 Be at the child's level. Pay attention to what they are focused on.


**R**  

**Respond**  
 Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.


**E**  

**Expand**  
 Repeat what the child says and build on it by adding more words to turn it into a sentence.


**C**  

**Conversation**  
 Have extended back and forth interactions. Give children time to listen, process and reply.

**Comment more, question less**  

 Oh! I can see Spot hiding in the basket.

Encourage conversations.

**10 second rule**  

 Give children time to listen, process and reply.

**Interactive book reading**  

 It's a fierce, scary lion!  
 Lion!




**Supporting inclusive practice: every child, every day...**

The benefits to your child of learning more than one language are huge.

Talk and play with your child in the language you feel most confident and comfortable using.

You can use the SHREC approach with any language including British Sign Language.

The SHREC approach supports all forms of communication children use, including signs and symbols.



Children will learn to take part in focused interactions on the carpet or in small group for a short period of time on matters that meet their interests. They will learn to follow the direction of the teacher and share ideas with friends and teachers about their interests.

Children will learn to engage and focus on the carpet or in small group time for a longer period of time for an increasing range of topics. They will learn to follow the direction of a teacher in an environment when they are absorbed in an activity and how to listen to the points of views of other children in play.

Children will learn to engage in a range of whole class and small group learning experiences and ask questions. Children will be taught a range of the new vocabulary and how to question and respond to the teacher and other children in learning opportunities and conversations. They will be taught to wait their turn in a conversation and respond appropriately.

	Children will be taught to describe what is happening around them and what it important to them through quality interactions with teachers. Tenses and plurals will be a focus in interactions and corrected in order to teach children to self-correct. Children will be given encouragement and opportunities to share ideas and learn to question why things happen.	Children will be taught to use an increasing range of tenses learn how to self-correct changes to tenses and plural when it doesn't sound right. Teachers will model how to share and respond to their individual and their peers' ideas. They will be modelled and encouraged to give explanations for why things happen.	Children will be taught to use more complex sentences with conjunctions and encouraged to use a wider range of tenses, plurals and the vocabulary taught to respond and offer explanations.
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<h1>PSED</h1>	<p>We recognise that many children start school unable to self-regulate and with limited relationships. Throughout the year, there is a large focus on helping children to recognise emotions and feelings and how to regulate these. They learn to build closer relationships with friends and adults and how to play and interact. Children will become more aware of other's needs and participate in many activities that require turn taking and following instructions and managing situations independently. We use a range of activities and learning opportunities to help us do this. We also follow our PSHE curriculum for which we use the SCARF materials as a teaching point and have sessions from KidsSafe to focus on how to keep ourselves safe. We teach the children about speaking to a trusted adults and which parts of our bodies are private. As many of our children live near busy roads, trains or the river, we focus on safety around these areas and key people that can help support children when they may not be safe. In provision we have a range of zones of regulation books in our 'Calm Corner' which is a place that our children can go and learn about emotions and regulation.</p>
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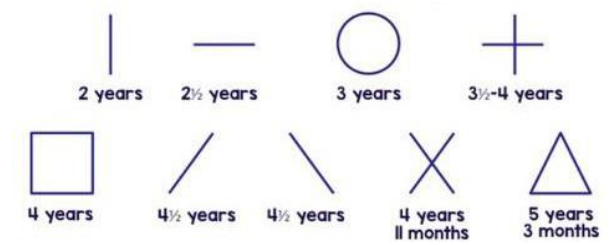
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe People who help to keep us safe (KidSafe 6 sessions) Staying safe walking to school- road safety, trains, rivers	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
<h2>Vocabulary</h2>	special practice effort same different family help special people friends help	same different kind unkind family new friend friendship kindness home	Vocabulary: safe unsafe hurt worried tell adult trust address private	family help each other look after be alone working together responsibility help caring helpful environment	bounce back encourage try again food energy grow healthy fruit vegetables dairy	seasons spring summer autumn winter cycle growing life cycles seed egg

	feelings likes dislikes favourite sad happy emojis kind helpful		tummy feelings	litter electricity pollution recycling money shop buy cost pay save safe place	exercise sleep wash healthy energy grow exercise heart muscles routine calm sleep	baby grow change old young baby child teenager adult old age family baby love care tummy womb pregnancy sperm egg adoption surrogacy donated sperm/eggs same-sex parents one-parent families private parts penis vulva testicles vagina sperm privacy my body is mine (body autonomy) dolls and cars are for everyone (gender stereotyping)
<b>Self – Regulation</b>	Children are encouraged to take risks and explore new things. They learn how to express their feelings with basic language such as: angry, happy,		Children will learn to accept if they make a mistake and will be encouraged to stay calm and keep trying. They will be taught the views and		Through group opportunities and structured learning opportunities, children will learn to accept when others in a group make mistakes	

<b>Managing Self</b>	calm, scared, loved, sad and they start to understand what words and actions are unkind. Children will learn about the rules and routines of the school.	feelings of others in order to learn how others are feeling (the consequences of) from their actions and words. They will learn to accept what the teacher asks them to do.	and how to stay calm and work together to achieve a goal. They will further learn how their actions affect other children and how to identify other's feelings, wants and needs. Children will learn how to adapt their behaviour for different social situations through more opportunities in different situations.
	Children will be encouraged to try new experiences by adults so that they are taught to give things a go. They will learn about the safety rules of the classroom and how to keep safe at home. Children will be taught and encouraged to go to the toilet independently and learn how to be hygienic. Children will have to change their shoes and socks and be taught how to get ready independently for forest schools.	Children will be taught to persevere with an activity through encouragement and praise. They will learn about the rules of road safety and how to stay healthy. Children will try a range of health foods and develop their understanding of flavours and textures. This term children will be encouraged to use zips independently.	Children will be encouraged to be independent in tasks, even when they find things hard. They will know a range of ways to stay safe and be able to make health food choices. Children should learn to be independent in dressing themselves and with basic self care such as blowing their own nose and keep themselves clean.
<b>Building Relationships</b>	Through a range of games and play opportunities, children will be taught to negotiate play with their friends. They will be encouraged to ask for adult support when they are struggling. Through a range of stories, children will learn about the views and needs of others.	Our children are taught to take turns with reminders from the adult. They will be encouraged to form closer bonds to make friends with peers and develop closer relationships with staff across school. They will learn to take into account the views of others and follow when another child may want to play something different to them.	Children will learn to consider their own and other people's needs when playing (sharing toys/ equipment). They will be provided with opportunities to share experiences and learning with others and learn how to stay calm and use their voice when they are frustrated.

<b>Physical development</b>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being and is key to the development of writing. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. There is a focus on whole body movements, balance and core strength to develop our fundamental skills. Fine motor skills are further enhanced through our repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
<b>Vocabulary</b>	run, jump, hop, underarm throw, overarm throw, catching, balance, distance, stillness, balance, over, under, target
	<b>Pre-Writing Shapes</b>




<h1>Fine motor</h1> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p>	<p>Threading, cutting, weaving, playdough, other fine motor activities &amp; interventions.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<h1>Gross motor</h1>	<p>Our children will be given opportunities to use a range of mark making tools to learn to create pre-writing patterns. They will learn to use controlled movements to draw simple shapes, such as circles, squares and lines, with increasing coordination.</p>		<p>Children will be taught how to cut along a straight and zigzagged lines and taught to use a tripod grip when using mark making tools to write the letters they have learnt. They will be taught to add details to drawings and learn about features such as facial features, bodies, arms, legs or patterns so that they use a variety of marks to represent people or objects.</p>		<p>Children will learn to use knife and fork correctly and follow the correct letter formations with a tripod grip. They will be given opportunities to develop there drawings as they learn to combine shapes and details to create more recognisable drawings, showing developing control and coordination in my artwork.</p>	
	<p>Children will be given opportunities to learn to move around others safely and stop and start. They will be taught to roll, crawl, walk, run, jump, hop, skip and climb with increasing confidence. Children will learn how to catch and throw a range of balls of different sizes.</p>		<p>Children will learn how to climb apparatus and maintain balance using hands and body to stabilise. They will learn increasing control for the movements taught and learn how to kick and pass a ball.</p>		<p>Children will learn to move in a range of ways and adapt movement to minimise risk. They will be taught to balance and jump off objects and land appropriately. They will refine their control and movements taught in Autumn and Spring and move on to be able to bat a ball and aim at a target. Children will be taught how to use a range of equipment to develop health and fundamental movements further through gym stars.</p>	

<h1>Literacy</h1>	<p>Literacy development in the Early Years Foundation Stage (EYFS) is crucial for building a foundation for lifelong learning by fostering a love of reading, developing language skills, and preparing children for future academic success. We focus on developing children's language comprehension, vocabulary, and ability to express themselves through both spoken and written language. We helps children develop the skills necessary for becoming confident readers, including phonological awareness (the ability to hear and manipulate sounds in words) and an understanding of the relationship between sounds and letters. Literacy activities also encourage early writing skills, such as scribbling, mark-making, and understanding that writing conveys meaning. We create a positive and engaging environment where children can explore books, stories, and language, fostering a</p>
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lifelong love of reading and learning. By engaging children in reading and writing activities we ignite their curiosity and enthusiasm for learning, making them eager to explore new knowledge and ideas.

In addition to our focused and phonics led books, we use a range of books in setting to engage children in learning and to widen their vocabulary.



Willow Lane EYFS  
Long term plan - Suç

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Reading Comprehension	Children will learn to describe main characters in a story. They will have planned opportunities to predict what happens next in a story. Children will be provided with opportunities to begin to understand humour e.g. nonsense rhymes and jokes.		Children will learn to sequence events in a story using pictures or prompts. They will have planned opportunities to talk about character's feelings and relate them to their own experiences. They will learn to recite simple rhymes, songs and poems.		Children will have planned opportunities to use new vocabulary to retell a story with support and guidance. They will learn to predict outcomes for characters and events in a story. They will learn to use new vocabulary to discuss stories, non-fiction, rhymes, and poems and use this when taking on a role in their play.	
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Word Reading / Phonics	We will assess children's phonics knowledge and start teaching phonic awareness straight away.  Children taught Phase 2 sounds (s a t p i n m d g)	To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s)	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g a i e e i g h o a)	To recognise taught Phase 2 and 3 sounds and apply them to phase 4 adjacent consonants (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g a i e e e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)	To recognise taught Phase 2 and 3 sounds and apply them to phase 4 adjacent consonants (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)
		To recognise taught Phase 2 Tricky Words (the I go no to into)	To recognise taught Phase 2 and 3 Tricky Words (the I go no to into she he we me be was you they)	To recognise taught Phase 2 and 3 Tricky Words (the I go no to into she he we me be was you they)	To recognise taught Phase 2, 3 and 4 Tricky Words (the I go no to into she he we me be was you they my all are said so have like some come here there)	
		To blend sounds to read words using taught sounds	To begin reading captions and sentences using taught sounds	To begin to read longer words	To recognise taught Phase 2, 3 and 4 Tricky Words (the I go no to into she he we me be was you they my all are said so have like some come here there)	
		To begin to blend sounds together to read words using the taught sounds	To read books matching their phonics ability	To recognise taught digraphs in words and blend the sounds	To read longer words including those with	To read longer words

			together To read books matching their phonics ability <i>To read sentences containing Tricky Words and digraphs</i>	double letters To read sentences containing Tricky Words and digraphs To read books matching their phonics ability	To read books matching their phonics ability <i>To read compound words</i> <i>To read longer sentences containing Phase 4 words and Tricky Words</i>	To read words with phase 3 long vowel sounds with adjacent consonants To read longer words To read compound words To read longer sentences containing Phase 4 words and Tricky Words To read books matching their phonics ability
<b>Writing</b>	Children will learn to trace and copy their names. They will have planned opportunities to recognise familiar logos in the environment around them and in their community. They will be taught to make letter type shapes to represent the initial sounds of familiar words	Children will learn to form an increasing number of letters correctly. They will have daily opportunities to orally segment words using phonic fingers and begin to write some CVC words. They will learn to write labels for the creations they make.	Children will learn to write words and captions with correct formation. They will have daily opportunities to spell words matched to their phonic ability with guidance from teachers. They will learn to write a phrase and sentence about their learning with adult support.			

<b>Maths</b>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically, such as subitising and spatial reasoning. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that we provide rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. For math, we follow the White Rose Curriculum and adapt to the needs of our children. We are aware of the small steps children need to make in order to be ready for later learning.
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Reception  
curriculum mapping.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Numbersense</b>	Children will learn to touch count to five and recognise that numbers are one more or one less than each other. I will recognise the parts of whole numbers to 3.		Children will be taught to understand composition of numbers up to 5 by separating groups of objects in different ways. They should learn to subdivide to three. They will learn to double numbers and recognise part of whole numbers.		The composition of numbers up to 10 will be taught and children's understanding of number bonds to 5 will develop. They will be taught to the concept of subtraction by taking groups away with physical objects.	
<b>Numerical Pattern</b>	Children will be taught to count to five reliably and given opportunities of counting beyond this through daily routines. They learn the language of bigger/ smaller- longer/ shorter to be able to compare manipulatives. They will be given patterns and learn how to recognise them and how to copy or continue them.		Through counting opportunities, children will be able to securely count to 10. They will learn how to find one more or one less when using objects. They will learn to create their own patterns.		I can count to 20, knowing the teen numbers I can say a number that is one more/ less without resources I can spot errors in the pattern I can start to identify odd and even numbers linked to sharing in group settings	
<b>Shape Space and Measure</b>	Children will be taught to use mathematical names for 2D shapes e.g. square, rectangle/oblong, triangle. They will be taught and encouraged to use the language of comparison talking about time (longer/shorter, faster/slower). Children will be taught through focused interactions everyday language for measure: taller, shorter, bigger, smaller, full, empty, heavy, light.		Children will be taught the name of some 3D shapes (sphere, cube, cuboid, cone). They will use a timeline to order sequences and events and learn the concept of time through the sequencing and ordering of familiar events/ routines. Children will learn to compare capacity and weight in order to order measure.		Children will learn to name and describes the properties of the 2D and 3D shapes taught. Through the use of the class daily routines, they will be taught the days of the week and learn their order. They will use a range of measures to learn about height and length comparisons and develop their language of position.	
<b>Willow Lane CP School- Reception Maths vocabulary</b>						
<b>Number and Place Value</b>	<b>Addition and Subtraction</b>	<b>Multiplication and Division</b>	<b>Measure</b>	<b>Geometry (position and direction)</b>	<b>Geometry (Properties of shape)</b>	<b>Fractions</b>
						<b>General/problem solving.</b>

<p>Number One, two, three to twenty and beyond. None Count on/up/to/from/down Before, after More, less, many, few, fewer, fewest, smaller, smallest Equal to, the same as Odd, even Digit Numeral Compare Order Size Value Between, halfway between</p>	<p>Number line Add, more, plus, make, sum, total, altogether Double, twice as many Half, halve Equals, is the same (including equals sign) How many more to make...? How many more is... then...? How much more is...? Subtract, take away, minus.</p>	<p>Odd, even Double, halve Share, share equally Group in pairs Equal groups of Divide</p>	<p>Full, half, empty, holds, container Weigh, weighs, balance, scales, heavy, heavier, heaviest, light, lighter, lightest Time, clock, minutes, hour Days of the week Seasons Days, week, month, year, weekend Birthday Morning, afternoon, evening, night, bedtime, today, yesterday, tomorrow, dinnertime, playtime Before, after, next, last Quickest, fastest, slowest, Once First, second, third Estimate Too many, too few Length, height, wide, narrow, longer, longest, shorter, shortest, taller, tallest, higher, highest</p>	<p>Over, under, underneath, above, below, top, bottom, side, on, in, outside, inside in front, behind, front, back, before, after, beside, next to Middle Up, down, forwards, backwards. Sideways Close, far Through Towards, away from Side, roll, turn</p>	<p>Sort 2-d shapes, rectangle, square, circle triangle, characteristics, 3D shapes, cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square Shape Flat, curved, straight, round, solid, corner Face, side Make, build, draw</p>	<p>Whole Equal / unequal One half</p>	<p>Listen, join in Say, think, imagine, remember Start from Look at, point to Put What comes next? Find, use, make, build Tell me, describe, pick out, talk about, explain, show me, repeat, pattern Read, write Tick, draw a line, ring Cost Count, work out Number line, number track, number square, number cards, Counters, cubes, blocks, die, dice, dominoes, pegs, peg board Same way, different way In order, in a different order</p>
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			Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change How much? How many? Total				
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<b>Understanding the world</b>	We encourage children to explore their environment, ask questions, and discover new things, which is a cornerstone of learning. "Understanding the World" provides opportunities for hands-on experiences where children are encouraged to use their senses (sight, sound, smell) to become familiar with their surroundings and make connections. We understand that with this exposure to diverse experiences and environments, including books, stories, and real-life situations, our children build a broad vocabulary and understanding of different cultures, places, and events. Learning about the world also supports later reading comprehension by enriching and widening their vocabulary. Children learn about the natural and built environments, including animals, plants, weather, and different types of places. They learn about the past through stories, characters, and events, as well as by comparing things in the past and now and develop a sense of time by understanding routines and schedules, and by reflecting on their personal experiences. As the make up of our school is predominantly White British but we have over thirteen different nationalities within school, it is important that our children learn about the diverse world around them, including different cultures, people, and communities.					
<b>Vocabulary</b>	people, communities, groups, inside, outside, on top, next to, behind, under, around, near to, shop, house, farm, church, school, road, pavement, flat, park, zebra crossing, field, woodland, pond, playground, library, river, museum, map, today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, parents, grandparents, great grandparents, clue, memory, lifetime, calendar, remember, transport, toys					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Past and Present</b>	Children will be learn about changes that have happened to them throughout their lives. They will be taught to become more aware of the past linked to themselves and their family and how it has changed. They will be provided with opportunities to talk about what they can see in pictures that are from the past		Children will learn to talk about changes that have happened within their family's lifetimes e.g. talking to grandparents about holidays. They will learn about the past e.g. no or little television, different toys/ clothes using photos and physical artefacts. Children will be provided with opportunities to talk about what they have heard and seen in stories and picture books and how this is different/ the same.		Children will be taught to talk about the lives of people they are familiar with in conversations with their peers and teachers. Children will observe and handle old and new objects and talk about who they might belong to and how they were used. They will be provided with opportunities to make connections in books about things in the past and now and ask questions to find out more about objects and events from the past	

<b>People and Communities</b>	Children will learn to make detailed observations of the world around them thinking about their senses- feel, hear, see, smell. They will learn to be accepting and positive about people's differences. They will be provided with opportunities to talk about how different people celebrate through books read in class	Children will learn to explore and talk about the natural world using what they know from stories/ non-fiction	Children will learn to try drawing information from a simple map. They will be provided with opportunities to talk about some special places for people in our and other people's communities. Children will learn that there are different countries in the world. Children will have planned opportunities to start to talk about the differences in the lives of people in other countries. They will learn to start to use stories and pictures to talk about differences in life in other countries
<b>Natural World</b>	Children will have planned opportunities to talk about what they can see outside. They will be provided with opportunities to talk about the area they live in, including the weather and season during carpet input etc. Children will be have planned opportunities to talk about the differences in materials.	Children will learn to describe what they can see, hear and feel outside using a wider range of vocabulary. They will learn about some important processes and changes in the natural world including states of matter (freezing, decay and re-growth). They will have planned opportunities to talk about the weather linked to seasonal change.	Children will learn to describe animals and plants (both from photos and real-life experiences) and draw what they can see. They will have planned opportunities to describe another environment e.g. desert, Artic, rain forest etc. Children will learn about some important processes and changes in the natural world including states of matter (freezing, decay and re-growth). They will learn ideas for how to care for our world/oceans.

<b>EAD</b>	<p>Expressive Arts and Design (EAD) is crucial for developing children's creativity, imagination, and communication skills, fostering self-expression and cultural awareness through various activities like art, music, movement, and role-play.</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. Our children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. We give children an insight into new musical worlds by encouraging children to listen attentively to music.</p> <p>Discuss changes and patterns as a piece of music develops.</p>				
<b>Key Vocab</b>	<p>paint, pencil, paper, colour, stencil, sticky, strong, dark, light, card, shape, line, portrait, cut, stick, below, above, near, brush, paint, collage, artist, strong, weak, tall, short, build, join, stick, cut, shape, picture, tools, cook, safe, fruit, vegetable, pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase, unison</p>				

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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	Children will learn to start to join materials together and to select their own art and design materials to create with. They will learn to combine different techniques e.g. collage, paint, crayon, clay to create art. They will have planned opportunities to start to develop their own stories linked to what they know through role play & small world play.	Children will learn to use various tools for artwork and design e.g. playdough tools. They will be provided with opportunities to tell others what their artwork is and signal key parts e.g. this is mummy, this is her hair etc. They will learn to start to recreate familiar stories (with adult support) through repeated phrases.	Children will learn to use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.) They will have planned opportunities to talk about their artwork or designs- linked to some of the materials/ techniques they have used. They will learn to use materials and props to retell stories and create imaginary situations linked to what they know and have experienced.
	Children will learn to role play imaginary scenarios linked to experiences They will have planned opportunities to joins in with whole school singing assemblies. They will start to match the melody and pitch of others.	Children will learn to recount and retell familiar scenes with my friends and adults (in small world/ role play). They will be encouraged to remember most of a song to sing. Children will listen carefully to music and start to move to it.	Children will learn to use what they know and have read to help create their own stories. They will learn to know some popular songs and sing them supported by an adult or in a group. They will learn to use movement and gestures to express and respond to feelings, ideas and experiences .

## Early Learning Goals- Best Fit Judgement

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
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<p><b>ELG: Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p><b>ELG: Self-Regulation</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p><b>ELG: Gross Motor Skills</b> 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.  <b>ELG: Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p><b>ELG: Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  <b>ELG: Word Reading</b></p>	<p><b>ELG: Number</b> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p><b>ELG: Past and Present</b> 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.  <b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural</p>	<p><b>ELG: Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.  <b>ELG: Being Imaginative and Expressive</b></p>
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<p><b>ELG: Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  <b>ELG: Building Relationships</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>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.  <b>ELG: Writing</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>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.  <b>ELG: The Natural World</b> 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.</p>	<p>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.</p>
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