

EYFS Curriculum Overview for Purleigh Community Primary School



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.

Purleigh Community Primary School EYFS Curriculum Vision

We at Purleigh Community Primary School want our children to be happy, confident, well-rounded individuals with a love for learning. We connect with the idea that play is an essential characteristic of learning and that every child should have the opportunity to learn through play. Learning should be welcoming, fun, engaging and suitably challenging for all individuals. We believe we can achieve this by offering a safe, enriched and stimulating environment that builds on each individual's wants, needs and interests to promote children's individuality and independence. We value the importance of our outdoor environment and trust that it will spark their intellectual curiosity. We also love to offer a wide range of curriculum enriching experiences that get the children excited about learning. This includes village walks where we make connections with the wider community, special visitors to the classroom, and celebrating special times and events. Our setting and curriculum provides our children with rich opportunities to develop their communication and thinking skills. We are committed to providing the best possible start to their school life, teaching them key skills, and giving them experiences, which will ensure their well-being, love for learning, and ability to build strong relationships. With our ambitious curriculum, we look at nurturing our children to be the best individuals that they can be.

Educational Programmes

Prime Areas			Specific Areas			
Communication & Language	Personal, Social & Emotional	Physical	Literacy	Mathematical	Understanding the World	Expressive Arts & Design
<p>Communication and language are an integral part of our environment. Through meaningful and responsive interactions with adults, children develop communication skills, explore, and extend vocabulary, have shared experiences and deepen understanding. Sensitive but probing questioning used to encourage elaboration, clarity of thinking and an improved understanding and use of vocabulary. Thought provoking images and questions are shared often to encourage children to appreciate and challenge discussions. Through various sized groups and contexts, children are encouraged to pay attention to, respond to and question what they hear and see.</p>	<p>We strive to enable children to be safe, happy and confident individuals. Our environment and daily routine are designed to promote executive function skills and self-regulation. We also follow our school's approach to having Peaceful Friday time to reflect and engage in mindfulness activities; a way of promoting children's ability to self-regulate and live in the moment. Alongside class rules, modelling good behaviour and reflective discussions, children develop an understanding of themselves and others. Independence in learning and self-care is encouraged to develop resilience, a 'have a go' attitude and a positive sense of self. Children engage in regular whole class sessions from The Jigsaw Approach, which links to the whole school approach to PSHE 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 regular PE lessons following the whole school curriculum, which includes dance, gymnastics, invasion games and athletics. After Autumn half term, children are offered an additional sports lesson with our external sports specialist. They join in with whole-school and trust sports days. They are given opportunities to develop their fine motor skills through a range of resources, tools, activities, and structured feedback within continuous provision. Children take part in daily Funky Fingers, including Dough Disco sessions, to develop their strength and dexterity, which aids the development of handwriting.</p>	<p>Phonics is organised following the ELS programme to promote enriched daily whole class sessions for all learning styles. Books are used as teaching tools to enhance our curriculum, with the ambitions of developing a rich vocabulary for our unique individuals and their future lives. Children are given books to match their phonics knowledge to encourage their fluency and love for reading. Adults model confident storytelling using texts and real-life experiences in various contexts. Small world and role-play activities encourage children to do the same. 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 literacy sessions such as super sentences and shared writing.</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, subsidise, and manipulate numbers through the resources and activities in their environment. They learn to become creative, critical thinkers, problems solvers and brave learners. Additionally, maths is regularly taught as a short whole class session and followed up with group work within the environment. We base our lessons upon White Rose Maths. Following a mastery approach, children use a combination of concrete objects, pictorial representations, and abstract ideas to develop reasoning and problem-solving skills and ultimately deepen their understanding.</p>	<p>Children are given experiences to help develop their awareness, understanding, respect and appreciation of a world beyond and before themselves. Weekly observational drawing sessions help them attend to details by becoming scientists. Termly visits to Admirals Park help children to discover seasonal changes in nature and develop their map skills. The children develop their understanding of an ecologically diverse world through planting and care of animals. Children learn about similarities and differences in cultures and customs through visits from family and community members, as well as a permanent domestic role-play that evolves with festivals and celebrations. We all tell our own stories and use books to learn about others and expand vocabulary.</p>	<p>We believe that creative expression is an important tool 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 and construction zones. During circle time, children share creations and receive peer support to help refine both the process and outcome. Children learn stories, rhymes, poems and songs then perform these using 'Mini Mes' in small world, on our outdoor stage with peers, to the school and parents in Harvest Festival and the Nativity. 'Artist of the week' is used to celebrate a member of the arts world, e.g., musicians & sculptors. Children also take part in weekly Charanga music lessons and whole school singing assemblies.</p>

Curriculum Goals						
Communication & Language	Personal, Social & Emotional	Physical	Literacy	Mathematical	Understanding the World	Expressive Arts & Design
<ul style="list-style-type: none"> • ASK a relevant question, make a relevant comment • CONVERSE in a back-and-forth exchange with friends & teachers • EXPRESS ideas and feelings confidently. 	<ul style="list-style-type: none"> • Show empathy to others and develop STRONG RELATIONSHIPS. • Show DETERMINATION and RESILIENCE to overcome difficulties. • Show CURIOSITY about the world around them. 	<ul style="list-style-type: none"> • USE cutlery with confidence • HOLD a pencil effectively • RIDE a range of bikes, scooters and vehicles. 	<ul style="list-style-type: none"> • TALK about a favourite story • RETELL a story through play • READ a 'Robin' book • WRITE a simple sentence and tell an adult what it says. 	<ul style="list-style-type: none"> • UNDERSTAND in depth numbers to 10, including number bonds • RECOGNISE the pattern of the counting system • COMPARE quantities in different contexts • EXPLAIN, REASON & PROBLEM SOLVE using numbers to 10. 	<ul style="list-style-type: none"> • KNOW their family tree • CARE for living things • APPRECIATE different religious and cultural communities locally and around the world • UNDERSTAND how to read a simple map. 	<ul style="list-style-type: none"> • CREATE a piece of art and talk about the process • PERFORM a story, song, poem or rhyme to an audience.
EYFS Curriculum Content						
Each planned theme 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 from between two and seven weeks. Each topic has related resources and activities that can be used in enhanced provision alongside those related to need and those inspired by the children's interests.						
<i>Term</i>	Autumn		Spring		Summer	
<i>Topics</i>	Marvellous Me	Let's Celebrate!	How Can We Help?	Tell Me A Story	How Does Your Garden Grow?	Minibeasts
<i>Themes</i>	Starting school Getting to know you Me, my family and where I live	Festivals and celebrations from around the world (Bonfire night, remembrance, Diwali, Thanksgiving, Christmas, Hanukkah, New Year)	People who help us (Fire service, Police service, Ambulance service, Coastguard)	Fairy-tale stories Authors and story writers	Planting, growing and caring for nature Jack and the beanstalk	Insects and minibeasts Butterflies
<i>Enrichment activities</i>	<ul style="list-style-type: none"> • Pet visit • Village walk • Road Safety • Harvest Festival 	<ul style="list-style-type: none"> • Autumn walk • Nativity • Santa visit • Remembrance visitor • Pantomime trip • Indian dancers • Enterprise week / Multicultural week 	<ul style="list-style-type: none"> • Fire fighter visit • Police officer visit • Paramedic visit • Winter walk 	<ul style="list-style-type: none"> • Easter Egg Hunt • Author visit • World book day 	<ul style="list-style-type: none"> • Farmer visit • Allotment Day • Barleylands Farm Trip 	<ul style="list-style-type: none"> • Bug hunt • Butterfly growing in class • Sports day
<i>Celebrations/ Awareness Days</i>	<ul style="list-style-type: none"> • Harvest Festival • Black History Month (October) • Birthday celebrations for children (weekly) 	<ul style="list-style-type: none"> • Diwali (4/11) • Bonfire Night (5/11) • Remembrance (11/11) • Children in Need (13/11) • Hanukkah (28/11-6/12) • Christmas (25/12) • Birthday celebrations for children (weekly) • Anti- Bullying Week 	<ul style="list-style-type: none"> • New Year (1/1) • Chinese New Year (1/2) • Safer Internet Day (8/2) • Valentine's Day (14/2) • Birthday celebrations for children (weekly) 	<ul style="list-style-type: none"> • Shrove Tuesday/St David's Day (1/3) • World Book Day (3/3) • St Patrick's Day (17/3) • Comic Relief (23/3) • Mother's Day (27/3) • Easter (17/4) • Birthday celebrations for children (weekly) 	<ul style="list-style-type: none"> • Queen's Birthday (21/4) • St George's Day (23/4) • Birthday celebrations for children (weekly) 	<ul style="list-style-type: none"> • Red Nose Day (29th June) • Healthy Eating Week • Anniversary of the NHS • Queen's Jubilee (11/6) • Father's Day (19/6) • Birthday celebrations for children (weekly)

<p><i>Core texts/songs/rhymes</i></p>	<p>Core texts:</p> <ul style="list-style-type: none"> Stories about being me, my family, making friends, where I live, staying safe and healthy <p>Songs:</p> <ul style="list-style-type: none"> ABC song Count to 20 song Days of the week Going home song Harvest songs 	<p>Core texts:</p> <ul style="list-style-type: none"> Stories about festivals and celebrations Story of Guy Fawkes Story of Rama and Sita Story of Hanukkah The Nativity Story <p>Songs:</p> <ul style="list-style-type: none"> ABC song Count to 20 song Days of the week Going home song Nativity songs 	<p>Core texts:</p> <ul style="list-style-type: none"> Stories about the emergency services and other helpful people, e.g. vets, builders, refuse workers, dentists, etc. <p>Songs:</p> <ul style="list-style-type: none"> ABC song Count to 20 song Days of the week Going home song 	<p>Core texts:</p> <ul style="list-style-type: none"> Stories by Julia Donaldson, Eric Carle, and Quentin Blake <p>Songs:</p> <ul style="list-style-type: none"> ABC song Count to 20 song Days of the week Going home song 	<p>Core texts:</p> <ul style="list-style-type: none"> Stories about growing, food and plants Focus text – Jack and the beanstalk Focus text – Jasper’s Beanstalk <p>Songs:</p> <ul style="list-style-type: none"> ABC song Count to 20 song Days of the week Going home song 	<p>Core texts:</p> <ul style="list-style-type: none"> Stories about bugs, insects and minibeasts Focus text – The Very Hungry Caterpillar <p>Songs:</p> <ul style="list-style-type: none"> ABC song Count to 20 song Days of the week Going home song
<p><i>Term</i></p>	<p>Autumn</p>		<p>Spring</p>		<p>Summer</p>	
<p>C&L <i>Ongoing conversations and communication throughout the day and year</i></p>	<ul style="list-style-type: none"> Whole class circle time Communication with adults during recorded work Start to listen carefully for short spaces of time Listen to familiar songs and rhymes and respond by joining in Engage in story times Listen to and talk about stories, rhymes and non-fiction Express ideas and feelings Be able to express a point of view about themselves Learn about others around them Ask questions to find out more. Acquire and use new vocabulary Individual readers DEAR time with Year 6 Buddies 	<ul style="list-style-type: none"> Whole class circle time Communication with adults during recorded work Listen and make comments about what they have heard. Listen to and talk about non-fiction, stories and rhymes to develop familiarity and knowledge Begin to acknowledge people’s point of view Talk about how different people help us Discuss different festivals and celebrations Ask questions to find out more and check understanding Begin to talk about why things happen using new vocabulary learnt Retell nativity as a class to whole school and parents 	<ul style="list-style-type: none"> Whole class circle time Communication with adults during recorded work Listen to unfamiliar songs and rhymes and respond by joining in Engage in meaningful conversations with others Express their ideas and feelings about their experiences DEAR time with Year 6 Buddies 	<ul style="list-style-type: none"> Whole class circle time Communication with adults during recorded work Talk about differences between story and non-fiction text Talk about enrichment activities to others in detail and time order Ask questions and respond appropriately Acquire and use new vocabulary in different contexts Be able to discuss and know a range of different traditional stories Know different features of texts Retell a familiar chosen story to an audience 	<ul style="list-style-type: none"> Whole class circle time Communication with adults during recorded work Name and sort a range of living things Talk about different habitats Offer explanations for why things happen Ask questions and respond appropriately Talk confidently about why things happen using new vocabulary learnt Talk about a range of healthy food and exercise DEAR time with Year 6 Buddies 	<ul style="list-style-type: none"> Whole class circle time Communication with adults during recorded work Articulate ideas and thoughts in well-formed sentences Engage in meaningful conversations with others using new vocabulary Describe events in detail (events that have happened, are happening or will happen) Connect ideas or actions using connectives Use talk to help work out and problem solve Know and share a range of facts Offer explanations and responses to stories and experiences using newly acquired vocabulary Discuss different life cycles
<p>PSED</p>	<ul style="list-style-type: none"> Class rules, expectations & learning behaviours Identifying & expression feelings Regulating behaviour and emotions <p>Jigsaw - Being Me in My World</p> <ol style="list-style-type: none"> Who...me? How am I feeling today? Being at school Gentle hands Our rights Our responsibilities 	<ul style="list-style-type: none"> Turn taking activities/games Discuss others’ perspectives Show understanding of other’s feelings (empathy) <p>Jigsaw - Celebrating Difference</p> <ol style="list-style-type: none"> What I am good at I’m special, I’m me! Families Houses and homes Making friends Standing up for yourself 	<ul style="list-style-type: none"> Work towards goals (e.g. choose a model to make, decide how to rescue small world characters) and make steps to meet it. <p>Jigsaw - Dreams and Goals</p> <ol style="list-style-type: none"> Challenge Never giving up Setting a goal Obstacles and support Flight to the future Aware ceremony 	<ul style="list-style-type: none"> Develop independence Teamwork activities involving negotiations <p>Jigsaw - Relationships</p> <ol style="list-style-type: none"> My family and me Make friends...Pt1 Make friends...Pt2 Falling out and bullying Pt1 Falling out and bullying Pt2 Being the best friend... 	<ul style="list-style-type: none"> Distinguishing between mental & physical being & health Mindfulness activities Growing, making & eating healthy food <p>Jigsaw - Healthy Me</p> <ol style="list-style-type: none"> Everybody’s body We like to move it Food glorious food Sweet dreams Keeping clean Stranger danger 	<ul style="list-style-type: none"> Set and work towards simple learning goals Preparing for change & identifying associated emotions <p>Jigsaw - Changing Me</p> <ol style="list-style-type: none"> My body Respecting my body Growing up Fun and fears Pt1 Fun and fears Pt2 Celebration

Term		Autumn		Spring		Summer	
<p>Physical</p> <p><i>Children throughout the curriculum will learn how good practice regarding exercise, eating sleeping and hygiene can contribute to good health.</i></p>	<p>Fine motor Skills</p> <ul style="list-style-type: none"> • Whole class weekly carousel funky fingers activities • Attempt to undo and do buttons • Attempts to put on coat and do up zip 	<ul style="list-style-type: none"> • Whole class weekly carousel funky fingers activities • Attempt to undo and do buttons • Attempts to put on coat and do up zip 	<ul style="list-style-type: none"> • Whole class weekly carousel funky fingers activities • Undo and do buttons • Put on coat and do up zip 	<ul style="list-style-type: none"> • Whole class weekly carousel funky fingers activities 	<ul style="list-style-type: none"> • Whole class weekly carousel funky fingers activities 	<ul style="list-style-type: none"> • Whole class weekly carousel funky fingers activities • Undress and dress independently 	
	<p>Gross motor skills</p>	<p>Games</p> <ul style="list-style-type: none"> • Negotiate space successfully when playing racing and chasing games. • Play in a group, extending and elaborating play ideas. • Adjust speed or change direction to avoid obstacles. • Move confidently in a range of ways, safely negotiating space. • Show good control and co-ordination in large and small movements • Develop overall body strength, coordination, balance & agility e.g. wheelbarrows, balance bikes & pedal bikes 	<p>Dance/movement</p> <ul style="list-style-type: none"> • Move confidently in a range of ways, safely negotiating space. • Join in and copy movements. • Create movement in response to music. • Represent their own ideas, thoughts and feelings through, dance. • Develop the skills needed to get through the school day e.g. lining up • Explore & engage in dance, performing solo or in groups. • Initiates new combinations of movements & gestures to express & respond to feelings, ideas & experiences • Watch & talk about dance & performance art, expressing their feelings & responses 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Experiment with movements and combinations of movement. Progress towards a more fluent style of moving, with developing control and grace. • Travel with confidence and skill around, under, over and through balancing and climbing equipment. • Experiment with different ways of moving. • Jump off an object and land appropriately? • Show good control and co-ordination in large and small movements. • Know why it is important to handle different apparatus safely. 	<p>Games</p> <ul style="list-style-type: none"> • Negotiate space successfully when playing racing and chasing games. • Adjust speed or change direction to avoid obstacles. • Move confidently in a range of ways, safely negotiating space. • Show good control and co-ordination in large and small movements • Develop & refine a range of ball skills including throwing, catching, kicking, batting & aiming • Develop confidence, competence, precision & accuracy with activities that involve a ball • Develop overall body strength, coordination, balance & agility e.g. wheelbarrows, balance bikes & pedal bikes 	<p>Athletics</p> <ul style="list-style-type: none"> • Throw and kick at a target. • Negotiate space. • Adjust speed and direction to avoid obstacles. • Jump in a range of ways. • Show increase control over an object in throwing, catching and kicking. • Show good control and co-ordination in large and small movements. 	
<p>Literacy</p>	<p>Phonics</p> <ul style="list-style-type: none"> • Revisit Phase 1 • Start Phase 2: <ul style="list-style-type: none"> ○ /s/a/t/p/ ○ /i/n/m/d/ ○ /g/o/c/k/ ○ /ck/e/u/r/ ○ /h/b/f/ ○ Phase 2 Tricky Words • Identifying beginning, middle and end sounds • Recognise some irregular common words • Recognise some irregular common words 	<ul style="list-style-type: none"> • Complete Phase 2: <ul style="list-style-type: none"> ○ /ff/v/v/ss/ • Recap all of Phase 2 <ul style="list-style-type: none"> ○ Phase 2 sounds ○ Phase 2 Tricky Words • Identifying beginning, middle and end sounds • Recognise some irregular common words • Blending CVC words 	<ul style="list-style-type: none"> • Start Phase 3: <ul style="list-style-type: none"> ○ /j/v/w/x/ ○ /y/z/zz/qu/ ○ /ch/sh/th/th/ ○ /ng/ai/ee/igh/ ○ /oa/oo/oo/ar/ ○ /or/ur/ow/oi/ ○ Phase 3 Tricky Words • Blending CVC words containing Ph.3 graphemes/consonant digraphs • Recognise some irregular common words • Applying phonics knowledge when reading simple sentences 	<ul style="list-style-type: none"> • Complete Phase 3: <ul style="list-style-type: none"> ○ /ear/air/ure/er/ • Recap all of Phase 3 <ul style="list-style-type: none"> ○ Phase 3 sounds ○ Phase 3 Tricky Words • Blending CVC words containing Ph.3 graphemes/consonant digraphs • Recognise some irregular common words • Applying phonics knowledge when reading simple sentences 	<ul style="list-style-type: none"> • Recap all of Phase 3 <ul style="list-style-type: none"> ○ Phase 3 sounds ○ Phase 3 Tricky Words • Blending CVC words containing Ph.3 graphemes/consonant digraphs • Recognise some irregular common words • Applying phonics knowledge when reading sentences 	<ul style="list-style-type: none"> • Recap of specific Phase 3 sounds <ul style="list-style-type: none"> ○ Phase 3 sounds ○ Phase 3 Tricky Words • Blending CVC words containing Ph.3 graphemes/consonant digraphs • Recognise some irregular common words • Applying phonics knowledge when reading sentences 	

	Reading	<ul style="list-style-type: none"> Reading stories as a class and in groups and supporting pupils with attention and recall Reading books with rhymes and repeated refrains and encouraging children to join in Recognise name DEAR time with Year 6 Buddies Weekly 1:1 reading: Phase 1 / Beginning of phase 2 <ul style="list-style-type: none"> Holding books, turning pages Have conversations about books, developing new vocabulary Discuss what's happening in pictures Ask and answer questions about books 	<ul style="list-style-type: none"> Share favourite books again, encouraging children to answer simple questions Weekly 1:1 reading: Phase 2 books <ul style="list-style-type: none"> Recognising letters Pointing out initial sounds Oral blending and blending VC/CVC Discussing pictures and answering questions 	<ul style="list-style-type: none"> Read books we've read before and retell them in our own words DEAR time with Year 6 Buddies Weekly 1:1 reading: Phase 2 / 3 books <ul style="list-style-type: none"> Blending CVC words Reading simple phrases and sentences Answering questions about sentences read Beginning to incorporate other reading strategies 	<ul style="list-style-type: none"> Discuss our favourite books using new vocabulary Match lower- and upper-case letters Weekly 1:1 reading: Phase 2 / 3 books <ul style="list-style-type: none"> Blending CVC words, including those containing digraphs Reading simple sentences Answering questions about sentences read Beginning to incorporate other reading strategies 	<ul style="list-style-type: none"> Reading new stories and predicting what might happen next DEAR time with Year 6 Buddies Weekly 1:1 reading: Phase 2 / 3 / 4 books <ul style="list-style-type: none"> Blending CVC words, including those containing digraphs Reading simple sentences Answering questions about sentences read Beginning to incorporate other reading strategies 	<ul style="list-style-type: none"> Read a whole book consistent with their phonic knowledge Weekly 1:1 reading: Phase 2 / 3 / 4+ books <ul style="list-style-type: none"> Blending CVC words, including those containing digraphs Reading simple sentences Answering questions about sentences read Beginning to incorporate other reading strategies
	Writing	<ul style="list-style-type: none"> Mark making/writing for purpose matched to children's interests e.g. within CP Name writing and pencil control Begin to form some letters accurately Writing initial sounds and basic CVC words known that match with previous week's taught phonics sounds 	<ul style="list-style-type: none"> Oral segmenting Forming more letters correctly Starting to write taught CVC words with phase 2 sounds Writing Christmas post e.g. lists, cards and letters Some children to write simple CVC captions and sentences 	<ul style="list-style-type: none"> Forming most letters correctly Spelling CVC words Write some irregular common words Writing phase 3 sounds taught Spelling CVC and CVCC words Beginning to write simple captions and sentences Some children writing longer sentences using picture prompts 	<ul style="list-style-type: none"> Spelling CVC and CVCC words containing digraphs Writing some irregular common words Writing simple sentences Writing Mother's Day cards Writing book reviews Writing own stories 	<ul style="list-style-type: none"> Form capital letters Spelling CVC and CVCC words containing digraphs Write some irregular common words Writing sentences Writing sentences using a capital letter and a full stop Reading back our sentence to check it makes sense Writing instructions on planting a seed Writing character descriptions from Jack and the Beanstalk Rewriting parts of Jack and the Beanstalk 	<ul style="list-style-type: none"> Form capital letters correctly Spelling CVC and CVCC words containing digraphs Write some irregular common words Writing sentences using a variety of punctuation Reading back our writing to check for sense Writing Father's Day cards Writing fact files on minibeasts Writing minibeasts riddles Writing recounts of class bug hunt
Mathematics <i>(White Rose Supported)</i>	<p>Baseline Assessment</p> <p>Number and Place Value</p> <ul style="list-style-type: none"> Introducing numbers to 10 Representing numbers using concrete resources Ordering numbers to 5 and to 10 Accurate counting skills 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> Introducing number sentences and symbols + - = Count all addition to 10 Simple physical subtraction One more and one less More and fewer <p>Size, Mass and Capacity</p> <ul style="list-style-type: none"> Introducing length, height, weight, and capacity Using simple measurements <p>Shape and Pattern</p> <ul style="list-style-type: none"> Introducing 2D shapes Simple colour / shape patterns 	<p>Number and Place Value</p> <ul style="list-style-type: none"> Recap numbers to 10 Introducing teen numbers (11-15 followed by 16-20) Understanding a teen number is made of tens and ones (10 + how many more?) Ordering teen numbers CPA representations <p>Size, Mass and Capacity</p> <ul style="list-style-type: none"> Recap length, height, weight, and capacity Focus on weight Using bucket scales and comparing. Ordering by weight <p>Shape and Pattern</p> <ul style="list-style-type: none"> Recap 2D shapes 	<p>Number and Place Value</p> <ul style="list-style-type: none"> Recap numbers to 20 Ordering CPA <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Recap number sentences and symbols + - = Count all addition to 10 Subtraction from 10 One more and one less using a number line More and fewer Number bonds to 10 <p>Money</p> <ul style="list-style-type: none"> Introducing money Different coins and their values Making small amounts using 1ps and 2ps 	<p>Number and Place Value</p> <ul style="list-style-type: none"> Recap numbers to 20 Ordering CPA Counting back from 20 Doubling and sharing amounts <p>Shape and Pattern</p> <ul style="list-style-type: none"> Introducing counting in 2s and 5s Learning number pattern rules Introducing 3D shapes Introducing faces, edges and vertices. Does it roll? Finding 2D shapes in the faces of 3D shapes Recap simple colour/shape pattern 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> Recap number sentences and symbols + - = Count all addition to 10 Subtraction from 10 One more and one less using a number line More and fewer Number bonds to 10 <p>Shape and Pattern</p> <ul style="list-style-type: none"> Introducing counting in 10s Learning number pattern rules Recapping 3D shapes Recapping faces, edges and vertices. Finding 2D shapes in the faces of 3D shapes Recap colour/shape patterns Symmetry 	

				<ul style="list-style-type: none"> Introducing straight and curved sides/edges as well as corners/ Recap simple colour/shape pattern Making patterns of 2,3,4+ colours. 	<p>Time</p> <ul style="list-style-type: none"> Introducing clocks and telling the time to the hour (o'clock times) Hours of the day and events that may occur at certain times Recap days of the week and months of the year with further work on seasons 	<ul style="list-style-type: none"> Making patterns of 2,3,4+ colours. Symmetrical patterns <p>Size, Mass and Capacity</p> <ul style="list-style-type: none"> Recap length, height, weight, and capacity Focus on capacity 	<p>Money</p> <ul style="list-style-type: none"> Recap money Different coins and their values Making small amounts using 1p, 2p, 5p, and 10p <p>Size, Mass and Capacity</p> <ul style="list-style-type: none"> Recap length, height, weight, and capacity
<i>Term</i>		Autumn		Spring		Summer	
Understanding of the World	Past and Present	<ul style="list-style-type: none"> All about me My family tree When I grow up 	<ul style="list-style-type: none"> Story of Guy Fawkes Firework Safety Remembrance and World War The first Thanksgiving The story of Hanukkah 	<ul style="list-style-type: none"> People who help us Focus on – emergency services (police/fire/ambulance/RNLI) Visits from as many services as possible What the emergency services used to be like 	<ul style="list-style-type: none"> Stories from the past Changes in technology and other items across the years Visits from the older members of the community to tell stories and answer questions about the past 	<ul style="list-style-type: none"> How has the world changed due to our actions What can we do to look after our world now and in the future? 	<ul style="list-style-type: none"> How has the world changed due to our actions What can we do to look after our world now and in the future?
	People, Culture and Communities	<ul style="list-style-type: none"> My house and home Houses around the world My local area Maps and symbols 	<ul style="list-style-type: none"> Bonfire night War memorial visit Diwali – mehndi, the story of Rama and Sita, symbols of Diwali Thanksgiving – food, parades, symbols Christmas – traditions around the world, nativity story Hanukkah – symbols, objects, story of the Maccabees World focuses – England, India, USA, Polar regions Religion focuses – Christianity, Judaism, Sikhism, Hinduism 	<ul style="list-style-type: none"> Maps and symbols in our local area (what symbols show the emergency services on a map and where is our nearest?) People who help us in the community, e.g. police, paramedic, fire service, RNLI, etc. 	<ul style="list-style-type: none"> Stories from around the world St Patrick's Day The Easter Story Church visit Focus on Christianity 	<ul style="list-style-type: none"> How do farmers help us? How do local shops help the community? Working together as part of the local community 	<ul style="list-style-type: none"> My local area Meeting new people, e.g. new teachers, new LSAs Moving up through the school
	The Natural World	<ul style="list-style-type: none"> The school and its grounds Changing of the seasons Caring for a pet Using my sense of smell 	<ul style="list-style-type: none"> Autumn walk (discussion about the changes between summer and autumn and the war memorial) Signs of autumn 	<ul style="list-style-type: none"> Winter walk (discussion about the changes between autumn and winter) Signs of winter and animal hibernation 	<ul style="list-style-type: none"> Spring Walk (discussion about the changes between winter and spring) Signs of spring 	<ul style="list-style-type: none"> Walk to the local shop (activity morning with interactive activities, tasting sessions and more) Food and where it comes from How plants grow Exploring and caring for the natural world around us- plants: How do we keep plants alive? 	<ul style="list-style-type: none"> Summer walk (discussion about the changes between spring and summer) Signs of summer Minibeasts and their features Microhabitats Life cycles

						<ul style="list-style-type: none"> • What are the parts of plants? • What are plants for? • Which parts can we eat? • Farm animals and their babies • Habitats from around the world 	
Expressive Arts & Design	Music	<p>Charanga - Me!</p> <ol style="list-style-type: none"> 1. <i>Listen and Respond:</i> different styles of music 2. <i>Explore and Create:</i> voices>instruments 3. <i>Singing</i> - nursery rhymes and action songs 4. <i>Share and Perform</i> 	<p>Charanga - My Stories</p> <ol style="list-style-type: none"> 1. <i>Listen and Respond:</i> different styles of music 2. <i>Explore and Create:</i> voices + instruments 3. <i>Singing</i> - nursery rhymes and action songs 4. <i>Share and Perform</i> 	<p>Charanga - Everyone!</p> <ol style="list-style-type: none"> 1. <i>Listen and Respond:</i> different styles of music 2. <i>Explore and Create:</i> voices + instruments 3. <i>Singing</i> - nursery rhymes and action songs 4. <i>Share and Perform</i> 	<p>Charanga - Our World</p> <ol style="list-style-type: none"> 1. <i>Listen and Respond:</i> different styles of music 2. <i>Explore and Create:</i> voices + instruments 3. <i>Singing</i> - nursery rhymes and action songs 4. <i>Share and Perform</i> 	<p>Charanga - Big Bear Funk</p> <ol style="list-style-type: none"> 1. <i>Listen and Appraise:</i> different funk music 2. <i>Explore and Create:</i> voices + instruments 3. <i>Sing and play:</i> 'Big, Bear, Funk 4. <i>Share and Perform</i> 	<p>Charanga - Reflect, Rewind, Replay</p> <ol style="list-style-type: none"> 1. <i>Listen and Appraise:</i> different pieces of music 2. <i>Explore and Create:</i> voices + instruments 3. <i>Sing and play:</i> revisit 4. <i>Share and Perform</i>
	Art	<p>Introduction to observational drawings: pencil self-portraits.</p> <p>Explore: Draw what you see, use a mirror, take pencil for a walk, shapes and lines.</p> <p>Discuss – Adult model, demonstrate and discuss the process at each stage.</p> <p>Artists- What is an Artist? Look the work of different realism portrait artists.</p>	<p>Observational drawings: based on interest – Links to autumn and winter</p> <p>Explore: different tool types/sizes and use of colour.</p> <p>Discuss – Share creation in key worker group.</p>	<p>Observational drawings: based on interest whilst listening to different pieces of music.</p> <p>Explore: different emotive pieces of art and colour. How does art make us feel? from an artist's perspective and an observer.</p> <p>Discuss – Share creation and give opinions on their own work in key worker group.</p>	<p>Observational drawings: based on interest and spring</p> <p>Explore: colour mixing, creating shades of individual colours and different skin tones.</p> <p>Discuss – Making changes and improvements</p>	<p>Observational drawings: based on interest & in nature.</p> <p>Explore: rubbings (natural objects) & using natural resources to create images, patterns and sculptures</p> <p>Discuss – Respond to others opinions and refine work.</p> <p>Artists- Van Gough</p>	<p>Observational drawings: based on interest and minibeasts</p> <p>Explore: manipulating malleable materials to create 3D sculptures– mud, playdough, salt dough, clay</p> <p>Discuss – (Austin butterfly) Listen and give opinions on their own and others work in key worker group.</p> <p>Artists – Henry Matisse, L'Escargot</p>