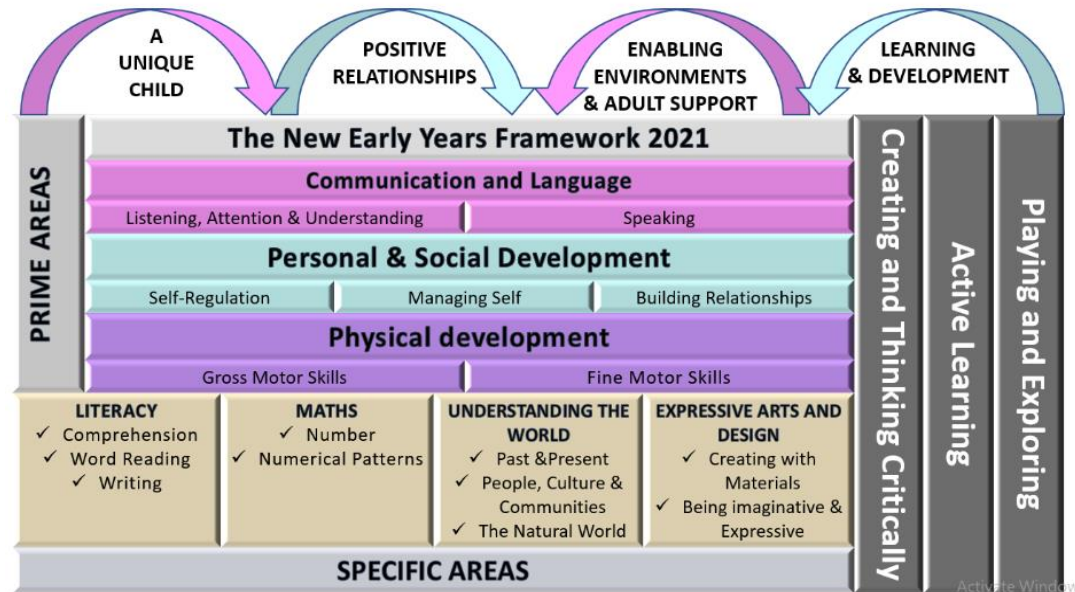




Curriculum Overview and Progression of Skills at St Werburgh's & Columba's Catholic Primary School

Our Early Years curriculum at St Werburgh's & St Columba's is designed to provide educational programmes that are carefully matched to the 7 areas of learning outlined in the statutory framework. We aim to provide a rich curriculum to support and promote the holistic development of each and every child. Our curriculum is flexible to enable us to appropriately meet the needs of the children in our setting with a strong emphasis on supporting and developing emerging language and literacy skills. The curriculum map offers a framework for this, but in reality, the possibilities are endless, it all depends on the children! Our curriculum is creative, adaptable and responsive to the needs and interests of each child in our care to ensure they develop a 'love of learning' at an early age, building firm foundations for future success.


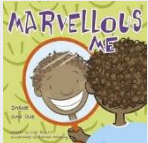



We understand that the uniqueness of children should be celebrated and valued therefore we build relationships with children and their families from the first time we meet, meaning we can personalise their school experience to make it meaningful, exciting and motivating right from the start. We understand that when children are displaying high levels of wellbeing and involvement, quality learning will take place. This is why we determine levels of wellbeing and involvement to maximise our young children's potential and reflect on practice and focus is placed on children being ready, willing and able to learn. At the end of children's time in our Early Years, we aim for them to be independent, creative, resilient and autonomous little learners. We recognise the importance of the Characteristics of Effective Learning in order for children to have the confidence and self-belief to try new things and master skills during play that develop life-long learning. Concentrating on how children learn by supporting their wellbeing and learning strategies enables them to be more self-reliant, active learners.






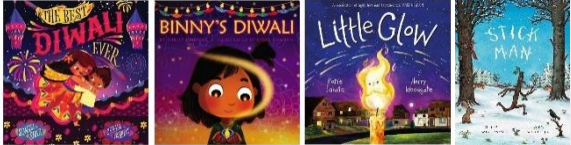
Our curriculum and environment offer ample opportunities for child-led learning styles, and also promote the 'I wonder' questions that stem from children's interests. Group discussion, individual dialogues and appropriate resources within Continuous Provision provide children with a scaffolding in which they may search for answers to their questions and explore ideas safely. Careful observations deepen staff awareness of children's current knowledge and understanding which leads to relevant and tailored enhancements that excite and challenge, and enable children to move forwards on their learning journey. Our adults aim to widen a child's world through vocabulary rich interactions and conversations, careful and accurate modelling within meaningful contexts and an abundance of opportunities in which to practise and embed the skills learned.



Curriculum Overview and Progression of Skills at St Werburgh's & Columba's Catholic Primary School

Area of Learning	Autumn Term 1 Getting to Know You	Autumn Term 2 Let's Celebrate
I wonder....	What happens in school? Who am I, who are you?	What is celebrated? How do people celebrate?
Possible lines of enquiry	Settling in (including Baseline) Looking after ourselves Babies/growth and change/Our bodies Our Families Exploring school/Exploring the forest	Autumn Diwali Remembrance Day Bonfire Night Christmas
Enrichment Activities	Baby visit if possible Forest school begins once the children are settled	Share the learning morning with families Diwali dancing and dressing up – parent visit Movie Night/Nativity Performance/Christmas Jumper/Dinner Day Storyhouse visit
Environment and Community	Visit from older generations to find out about their time at school	Harvest Mass, Advent Mass Nativity
Significant People/Artists	School Staff, family members, the children	Guy Fawkes Andy Galdsworthy 
Possible stories to engage children's interest and book talk	Starting School Marvellous Me My Body (Non fiction) You Choose Books from the 'Oi' Series There's a in your Book	Meg and Mog Room on the Broom Little Glow Diwali The Christmas Story Christmas Books There's an Elf in your Book Stick Man The Gruffalo Snail and The Whale Spinderella
Proposed Inspirational Texts	 	 
Key Vocabulary Linked to Literacy Texts:	<i>Me, my, mine, you, yours, family (family member names eg grandparent), body part names, words to describe feelings, school language eg hall, assembly, etc, witch, broomstick, bow, plait, ginger, grinned, wailed, wildly, searched, thundering, bounded, politely, clambered, whoosh, shriek, reeds, dripping, tumbling, yowl, squelched, mistake, cauldron, spell, magnificent</i>	<i>Piping hot, scurrying, tumbled, scampered, bleated, whirled, toppled, swirled, smirked, scrambled, cinnamon milk, churns, barn, haystack, thistles, orchard, meadow, lane, river bank, baker, Diwali, Divas, Rangoli, mendhi, Christmas, Bethlehem, Frankincense, Myrrh, shepherds, stable, manger</i>
Personal, Social and Emotional Development Self-Regulation • Recognise different emotions.	<i>Children are given opportunities to:</i> • Establish and embed Reception rules, routines and expectations	<i>Children are given opportunities to:</i> • Understand expected behaviours and routines (support and modelling) • Develop confidence and self-esteem through sharing their experiences through show and tell type activities


<ul style="list-style-type: none"> • Focus during short whole class activities. • Express their feelings and consider the feelings of others. <p>Managing Self</p> <ul style="list-style-type: none"> • Manage their own needs. • See themselves as a valuable individual. <p>Building Relationships</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. <p><i>Children develop their personal, social and emotional skills throughout the day and also through discreet teaching during circle times and class discussions.</i></p>	<ul style="list-style-type: none"> • Introduce environment (both classrooms and outdoor area, including playground for lunch time/playtimes and hall for lunch/after school club) and members of staff and areas of the school that may be unfamiliar • Develop relationships with adults and peers • Develop skills in using the toilet and handwashing independently • Introduce children to play buddies at lunchtime. • Encourage children to consider what’s special and unique about themselves and each other • Encourage children to focus during short whole class activities • Support children to put coat on independently • Model, support and encourage children to develop friendships • Give one step instructions and expect children to follow <p>Possible Provision:</p> <ul style="list-style-type: none"> ▪ Baseline ▪ Different enhancements around the classrooms and outdoors ▪ Encouraging pupils to try new activities develop confidence ▪ Introduce Colour Monster story and jars – support children to begin to talk about and manage their feelings ▪ Introduce sand timers as a strategy to support turn taking if needed ▪ Go into the hall for singing practise just before Harvest Mass with a view to joining the rest of the school for Mass. 	<ul style="list-style-type: none"> • Tae turns (through support and modelling) • Develop a sense of responsibility (tidy up time, leaders) • Continue to develop friendships (encourage children to seek out companionship with adults and children) • Develop secure relationships (model friendly behaviour) • Consider the feelings and needs of others (support and model) • Learn and perform their part in our EYFS Nativity <p>Possible Provision:</p> <ul style="list-style-type: none"> ▪ Continue to use colour monster jars and encourage children to talk about how they are feeling ▪ Sharing experiences of how we feel at special times – eg Birthdays and other celebrations ▪ Talking about how the Gingerbread Man/other characters felt at different times in the story ▪ Continue to add different enhancements around the classrooms and outdoors –encouraging pupils to try new activities develop confidence ▪ Begin to join the rest of school for Celebration Assemblies – to recognise the importance of recognising each other’s achievements
<p>Communication, Language and Literacy</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Be able to understand how to listen carefully and know why it is important. • Begin to understand how and why questions. <p>Speaking</p> <ul style="list-style-type: none"> • Talk in front of small groups and their teacher offering their own ideas. • Use new vocabulary <p><i>Wellcomm assessments will be introduced where needed</i></p>	<p><i>Children are given opportunities to:</i></p> <ul style="list-style-type: none"> • Baseline • Provide opportunities to develop listening and attention skills: environmental sounds, body percussion, oral blending, rhythms and rhymes and instrumental sounds. • Model language to support pupils to verbalise feelings/needs/emotions. • Support, encourage and model asking for help • Model good looking, listening and sitting – positive choices • Support and develop understanding of when questions • Repeat many rhymes • Support starting a conversation with an adult or a friend • Model the use of a wider range of vocabulary • Model good listen carefully during group times as well as turn taking • Teach children to understand why listening is important and support them to follow directions • Provide opportunities for children to talk in front of a small group <p>Possible Provision:</p> <ul style="list-style-type: none"> ▪ Share ‘All about me’ bags with the class to get to know each other. 	<p><i>Children are given opportunities to:</i></p> <ul style="list-style-type: none"> • Provide opportunities to enjoy listening to longer stories • Continue to learn and repeat many rhymes • Model language and share quality texts and support children to develop and use a wider range of vocabulary • Engage in story times, joining in with repeated phrases and actions • Provide opportunities for children to begin to understand how and why questions • Encourage children to respond to instructions with more than one step • Provide opportunities for children to ask questions in front of whole class • Use sand timers to extend concentration of children <p>Possible Provision:</p> <ul style="list-style-type: none"> ▪ Support children to learn and perform their speaking part for the EYFS Nativity ▪ Retelling the stories of Gingerbread Man and Christmas using props ▪ Joining in with repeated refrains in familiar stories ▪ Making up songs with rhyming words – eg Mrs White, etc
<p>Key Vocabulary Linked to Literacy Texts:</p>	<p>me, my, mine, you, yours, family (family member names eg grandparent), body part names, words to describe feelings, school language eg hall, assembly, etc, witch, broomstick, bow, plait, ginger, grinned, wailed, wildly,</p>	<p>Piping hot, scurrying, tumbled, scampered, bleated, whirled, toppled, swirled, smirked, scrambled, cinnamon milk, churns, barn, haystack, thistles, orchard, meadow, lane, river bank, baker,</p>


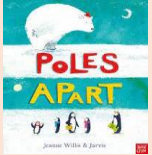
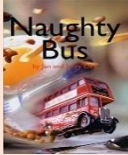
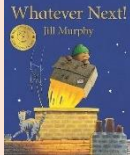
<p>Physical Development</p> <p>Gross Motor</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, co-ordination and agility <p>Fine Motor</p> <ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<p>searched, thundering, bounded, politely, clambered, whoosh, shriek, reeds, dripping, tumbling, yowl, squelched, mistake, cauldron, spell, magnificent</p> <p><i>EYFS staff will:</i></p> <ul style="list-style-type: none"> • Introduce children to gross motor equipment and support children to use safely e.g. wearing helmets on bikes, travelling in around the road on wheeled toys, looking out for children crossing the road, looking out for other children when throwing balls, using hoops etc • Outdoor Big Toys: Explore moving in different ways using equipment • Promote a wide range of fine motor opportunities to develop strength in fingers dough, tweezers, threading, loom bands, etc • Encourage safe movement • Develop control and safe practise when using equipment (eg scissors) • Support use of a dominant hand • Encourage mark making to support writing • Support use of a tripod grip when using mark making tools <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Baseline ▪ Drawing/painting portraits ▪ Threading ▪ Dough - Moulding, squeezing, pressing, rolling, cutting, shaping ▪ Using large tweezers to pick up small objects for sorting ▪ Cosmic Kids Yoga 	<p>Diwali, Divas, Rangoli, mendhi, Christmas, Bethlehem, Frankincense, Myrrh, shepherds, stable, manger</p> <p><i>EYFS staff will:</i></p> <ul style="list-style-type: none"> • Support knowledge and understanding of how to use tools safely eg hammering pumpkins • Big toys – large balls, hoops, climbing, bikes • Encourage children to hold scissors correctly and cut along straight and zigzagged lines • Demonstrate, model and encourage a tripod grip when using mark making tools • Encourage children to accurately draw lines, circles and shapes to draw pictures • Continue to support children to hold a cutlery correctly • Elf run fundraiser <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Drawing/painting story characters ▪ Threading gingerbread men with string ▪ Acting out chasing the gingerbread man –large and small movements ▪ Dough –gingerbread dough, cutters, buttons ▪ Gingerbread stamping –gingerbread cutters and paint ▪ Using large tweezers to decorate gingerbread men with various materials e.g. buttons, small pebbles ▪ Bakery role play -using various sized spoons for mixing/collecting flour ▪ Bake real life gingerbread, plus salt dough gingerbread people
<p>Proposed Inspirational Texts</p>		
<p>Possible Additional Texts to Encourage Book Talk</p>		
<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary <p>Word Reading</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them 	<p><i>EYFS staff will:</i></p> <ul style="list-style-type: none"> • Teach ELS phonics • Develop phonological awareness through providing opportunities to develop listening and attention skills: environmental sounds, body percussion and instrumental sounds • Encourage children to begin to segment the sounds in simple words and blend them together • Model and provide much practise of robot talking words 	<p><i>EYFS staff will:</i></p> <ul style="list-style-type: none"> • Teach ELS phonics • Encourage children to retell and act out familiar stories with props • Continue to link sounds to letters, naming the sounds and linking to the alphabet • Develop ability to hear and say initial sounds in words • Encourage children to begin to link sounds to some frequently used diagraphs

<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. <p>Writing</p> <ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately. 	<ul style="list-style-type: none"> • Model and support children to start to segment sounds in words then correctly blend them together • Support children to start to link sounds to letters, naming the sounds and linking to the alphabet • Provide opportunities for children to read words containing sounds they have been taught in phonics • Provide and encourage drawing and other mark making opportunities – eg chalk, paint, pen, pencil, water and brushes outside, writing tablets • Encourage children to add some marks to their drawings, which they give meaning to e.g. mummy • Provide high quality texts in our attractive reading areas, including texts in a range of areas of the classrooms. • Encourage children to look at hold books the correct way, turn pages and engage in book talk • Provide recently enjoyed class books for children to look at and encourage them to retell the stories, talking about what they can see • Enable children to listen to engaging stories whenever they wish from Yotos in classroom reading areas • Encourage engagement in story times • Provide support for children to begin to identify letters in their own name <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Baseline ▪ Mark making – large paper and pens, sand and tools, paint, playdough rollers and stamps, writing tablets, etc ▪ Self-portraits, drawing of friends and family members and lots of large and medium sized mark making activities. Pupil’s drawings will be labelled with marks appropriate to their development stage. ▪ High quality books of in the book areas – linked to interest, topic, recent class stories, Yoto stories ▪ Introduce the library to children in small groups, enabling them to choose a book to take home and share with family each week ▪ Listen and respond to the Room on the Broom story, including retelling using props 	<ul style="list-style-type: none"> • Enable children to begin to read some ELS tricky words • Provide opportunities for children to write the sounds they have learned to build words, making correct letter formation a focus • Support children to make a representation of a favourite character in the story. • Support children to say which character is their favourite and give some information about the character • Model and provide opportunities for sequencing to encourage recall • When children draw or mark make, encourage them to give meaning to their marks. • Introduce paired reading sessions – using whole class on IWB first, then books for each pair • Encourage and model storytelling skills <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Create drawings to represent the story and orally retell it. Pupil’s drawings will be labelled with marks appropriate to their development stage. ▪ Paired reading initially whole class on IWB, move to paired reading in books when children are ready – read each sentence 3 times – aim for fluency on 3rd read ▪ Create a class story map to aid retelling the story ▪ Retell stories using props eg Diwali, Gingerbread Man, Christmas
<p>Mathematics</p> <p><i>We follow NCETM to ensure children develop mathematical skills at a pace and progression that meets their needs:</i></p> <ul style="list-style-type: none"> • Further develop subitising and counting skills. 	<p><i>Following Maths NCTEM, children will build on previous experiences of number from their home and nursery environments to:</i></p> <ul style="list-style-type: none"> • Identify when a set can be subitised and when counting is needed • Subitise different arrangements, both unstructured and structured • Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • Spot smaller numbers ‘hiding’ inside larger numbers • Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • Hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number 	

<ul style="list-style-type: none"> • Explore the composition of numbers within 5. • Begin to compare sets of objects and use the language of comparison. 	<ul style="list-style-type: none"> • Develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • Compare sets of objects by matching • Begin to develop the language of ‘whole’ when talking about objects which have parts <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Baseline ▪ Lots of opportunities for counting - body parts, children in areas, objects, fruit, milks, etc ▪ Sorting objects eg size, colour, shape ▪ Explore the different Numberblock characters and how they are made up from their blocks and can be shown in different forms – eg in a tower, some side by side, etc ▪ Subitising eg dice patterns, Numicon shapes, finger cards, etc ▪ Counting buttons to put on a gingerbread man ▪ Ordering different sized gingerbread men ▪ Role play/Water/Sand –using various sized tubs/containers ▪ Subitising patterns/numerals on gingerbread men ▪ Rangoli patterns, patterns of colours of lights ▪ Counting songs and rhymes
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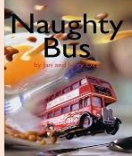


<p>Understanding the World</p> <p>History: Past and Present</p> <ul style="list-style-type: none"> • Know about their own life story and how they have changed, talking about past and present events. • Develop an understanding of and talk about similarities and differences between things in the past and now. • Compare and contrast characters from stories, including figures from the past. • Comment on images of familiar situations in the past. <p>Science: The Natural World</p> <ul style="list-style-type: none"> • Find out about the terms ‘same’ and ‘different’ and know how babies grow and change. • Explore and ask questions about the natural world around them. <p>Geography: People, Culture and Communities</p> <ul style="list-style-type: none"> • Talk and find out about features of the immediate environment. • Begin to understand that in some places around the world people have different traditions and customs. <p>RE: People, Culture and</p>	<p><i>Through continuous provision, children have opportunities to engage in activities which develop their knowledge and skills of the world around them each day, throughout the environment but in particular through the reading areas, learning journey walls, prayer tables and exploring area and in our weekly forest sessions. The provision in these areas is sometimes enhanced according to the day’s teaching or left for free expression.</i></p> <p><i>Children are given opportunities to:</i></p> <ul style="list-style-type: none"> • Find out about how they have changed since they were born • Show an understanding of growth and change of humans • Recognise and talk about the changes in themselves from babies to now • Name and talk about parts of the body and face • Develop positive attitudes about differences between people (learning names, looking at the different types of houses people live in – who lives in your house?) • Notice and comment on seasonal changes <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Baseline ▪ As part of getting to know each other – ensure we show kindness and care to one another – kindness pegs. ▪ RE – belonging to our school family and God’s family. ▪ Find out more about the school environment – walking to the forest, talk about what we can see/hear ▪ Explain that they were babies 4 years ago – in the past. The past is gone, we are in the present and the future is to come. Introduce our EYFS timeline to show where we began our Reception year and where we will be going next. Relate this to the months of the year and days of the week. <p><i>Children are given opportunities to:</i></p> <ul style="list-style-type: none"> • Talk about difference in materials through cooking (gingerbread people) • Join the rest of school for Harvest Mass • Recognise that people have different traditions and customs and some ways of celebrating things have similarities and differences • Talk about ways we celebrate traditions • Notice and comment on seasonal changes • Find out about the lives of people in the past <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Introduce books and clips to find out more about Diwali, bonfire night, Remembrance ▪ Learn, discuss and draw/respond to learning about things that happened in the past – Guy Fawkes, Jesus’ birth – retell stories using props ▪ Re-create some of the important features of the traditions – eg poppies from paper, rangoli from chalk, retell some of the important stories ▪ Investigate what happens to gingerbread if left in water ▪ Gingerbread man/elf loose in the classroom – videos for children to watch and talk about using positional language ▪ Use Chatter Pix Kids app for pupils to use images of the gingerbread man and record what he might say
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<p>Communities</p> <ul style="list-style-type: none"> • Show an understanding of caring and belonging. • Gain a deeper understanding of the Christmas story. • God’s World, God’s Family 	<ul style="list-style-type: none"> ▪ Sequence pictures of babies to adults ▪ Cut and stick – what babies/we use ▪ Sing heads, shoulders, knees and toes and play Simon Says ▪ Talk about homes and where we live/who lives there/people who are special/important to us. Links with RE. All about me bags ▪ Talk about seasonal changes in the forest and collect Autumnal objects 	
<p>Music/Drama: Being Imaginative</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Watch and talk about dance and performance art, expressing their feelings and responses. • Listen attentively, move to and talk about music, expressing their feelings and responses. <p>Art & Design: Creating with Materials</p> <ul style="list-style-type: none"> • Experiment with different textures and tools. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. <p>• <i>Through continuous provision, children have opportunities to engage in activities which develop their expressive arts and design skills each day including: painting, playdough and making areas, plus small world, storytelling, block, construction and role play. The provision in these areas is sometimes enhanced according to the day’s teaching or left for free expression.</i></p>	<p><i>Children are given opportunities to:</i></p> <ul style="list-style-type: none"> • Baseline • Learn songs • Sing familiar nursery rhymes • Learn school routine songs – good morning/afternoon and morning/lunch/home time prayers • Provide mark making opportunities through teacher focus and independent activities • Use a wide range of creative materials for expression • Be supported by adults when engaging in role play and small world play to enable them to engage in purposeful creative play (modelling) <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Baseline ▪ Learn songs linked to seasons: e.g. Autumn Colours, Autumn Song, I’m A Little Hedgehog, Autumn Leaves are Falling Down. ▪ Action songs: with visuals and props (singing spoons, AmaSing, Dr Knickerbocker, singing stones, etc) and include Makaton ▪ Learn and perform Harvest songs ▪ Drawing and painting self-portraits, family portraits, pictures of houses, the witch and other story characters. ▪ Mark making with media – pens, pencils, crayons, pastels, paints ▪ Rangoli patterns ▪ Clay Diva lamps ▪ Dress up in Indian clothing and watch/join in with Diwali dancing ▪ Salt dough gingerbread men ▪ Mark making – lines, circles, enclosing shapes ▪ Using materials – papers, fabrics, glue, scissors ▪ Opportunities for independent and supported creative play in (but not exclusive to) role play, storytelling, outdoor, small world areas ▪ Charanga scheme introduced when children are ready 	<p><i>Children are given opportunities to:</i></p> <ul style="list-style-type: none"> • Learn and perform songs • Sing nursery rhymes • Musical skills developed through the Charanga scheme • Provide mark making opportunities through teacher focus and independent activities • Provide a wide range of creative materials for expression • Model and support children in role play and small world play to enable them to engage in purposeful creative play • Introduce new tools, techniques and media for experimentation <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Mark making with a range of media – pens, pencils, crayons, pastels, paints ▪ Exploring colour and mixing – Firework Brusho, Diwali art ▪ Use clay to make Diva lamps ▪ Make poppies using different materials/equipment ▪ Make Christmas decorations and cards ▪ Using props to retell the Christmas story ▪ Transient art ▪ Learn songs for our EYFS Nativity ▪ Rehearse and perform Nativity ▪ Create rhyming songs ▪ Visit Storyhouse to see a show (cinema or live) and talk about the experience – large screen/stage, theatre environment, etc

Area of Learning	Spring Term 1 We are Explorers!	Spring Term 2 Out of this World!
I wonder....	Why is it cold? Who lives where? What is our world?	What is special about where we live? Where is our world? What is space?
Possible lines of enquiry	Weather changes-Winter Polar animals London & Naughty Bus Chinese New Year Valentines Day	Space, Moon landing, Space missions Shrove Tuesday, Lent, Easter Chicks Spring
Enrichment Activities	Chinese New Year Celebration – food tasting St Werburgh’s Day	Eggs incubating in class World Book Day Making Easter nests Easter
Environment and Community	Big School Bird Watch, caring for/creating animal habitats in the forest St Werburgh’s Day Mass	Cafod/Lent fundraising
Significant People/Artists	The Royal Family	Neil Armstrong Georgia O’Keefe (vase of flowers) 
Possible texts to engage children’s interest and book talk	The Hundred Decker Bus, Around Antarctica (NF) Storm Whale in Winter, The King (Little People Big Dreams), Ernest Shackleton (Little People Big Dreams), London information books, Tube Maps, London Landmark Leaflets, Katie visits London, A Walk around London, Maps, My Map Book, Martha Maps it Out	Astro Girl, Look Inside Space(NF), Neil Armstrong (Little People Big Dreams) How to catch a star, Look Up, The Earth Beneath my Feet (NF), All About Space (NF), The Skies Above my Eyes (NF), Aliens love Underpants
Proposed Inspirational Texts	 	
Key Vocabulary Linked to Literacy Texts:	<i>Full, important, mess, handsome, silliest, lonely, powerful, cosy, tucked up, tall, London, buildings, traffic, bus stop, passengers, garden, pond, reflection hook, winch, London landmark names, enormous, iceberg Arctic, Antarctica, United States, America, England, Italy, gondola, Namaste, dazzling, , India, Australia, South Pole, North Pole, travelled, Northern Lights, adventure, delight, familiar, sea, ice, city, map, journey, world, land, water, seas</i>	<i>Space, Solar system planet, stars, sun, moon, rocket, Earth, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Astronaut, universe, galaxy, moon landing, hatched, hatchling, coop, egg, chick, feed, gentle, hen, lay, Lent, Shrove Tuesday, Palm Sunday, Good Friday, Last Supper, Easter</i>
Personal, Social and Emotional Development Self-Regulation • Recognise different emotions.	<i>Children are given opportunities to:</i> • Learn how to be a kind friend • Become more aware of the similarities and differences between themselves and others in the class	<i>Children are given opportunities to:</i> ▪ Think about how they can be kind and introduce ‘compliments’ ▪ Identify and moderate their own feelings socially and emotionally ▪ Consider the feelings and needs of others through group activities

<ul style="list-style-type: none"> • Focus during short whole class activities. • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. <p>Managing Self</p> <ul style="list-style-type: none"> • Manage their own needs. • See themselves as a valuable individual. • Show resilience and perseverance in the face of challenge <p>Building Relationships</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Think about the perspectives of others. <p><i>Children develop their personal, social and emotional skills throughout the day and also through discreet teaching during circle times and class discussions.</i></p>	<ul style="list-style-type: none"> • Use taught strategies to support turn taking • Focus during longer whole class lessons • Begin to show resilience and perseverance in the face of challenge, take risks and try new things or new social situations • Begin to work as a group with support <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Discuss why the bus is naughty and the need to apologise ▪ Ways to show kindness to others– Mother’s Day, Valentines Day ▪ Talk about feelings, link to colour monster and jars 	<ul style="list-style-type: none"> ▪ Listen to the ideas of other children and agree on a solution and compromise <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Showing kindness for others - Easter, linking with RE ▪ Caring for others and animals - chicks ▪ Watch chicks hatch and understand the process of this ▪ Talk about feelings, link to colour monster and jars
<p>Communication, Language and Literacy</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Listen carefully to rhymes and songs, paying attention to how they sound. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Learn new vocabulary • Begin to understand how and why questions. • Engage in non-fiction books <p>Speaking</p> <ul style="list-style-type: none"> • Talk in front of small groups and their teacher offering their own ideas. • Use new vocabulary through the day 	<p><i>EYFS staff will continue to:</i></p> <ul style="list-style-type: none"> • Support children to develop conversations with adults and peers • Provide opportunities to develop listening and attention skills: environmental sounds, body percussion and instrumental sounds. • Provide many opportunities so that they can spot and suggest rhymes, count sounds in a word, recognise words with the same initial sound • Model language to support children to verbalise feelings, needs and emotions. • Model good looking, listening and sitting ‘watch me’ • Support and develop understanding of when questions • Provide opportunities to listen in different kinds of environments to focus attention • Model activities where sounds and patterns can be copied through careful listening • Support children to begin to understand a range of complex sentence structures • Model talk in sentences using conjunctions e.g. and, because • Encourage children to ask questions to find out more • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p><i>Possible Provision:</i></p>	<p><i>EYFS staff will continue to:</i></p> <ul style="list-style-type: none"> • Develop conversations with adults and peers • Provide opportunities to develop listening and attention skills: environmental sounds, body percussion, instrumental sounds and sounds of the environment. • Provide many opportunities so that they can spot and suggest rhymes, count sounds in a word, recognise words with the same initial sound • Model language to support children to verbalise feelings, needs and emotions • Support, encourage and model asking for help during learning and play • Model good looking, listening and sitting ‘me, then you’ • Support and develop understanding of when questions • Provide opportunities to listen in different kinds of environments to focus attention • Support children to enjoy listening to longer stories with increasing recall of what happens • Develop children’s communication encouraging the use of irregular tenses and plurals • Support children to follow stories without pictures or props • Incorporate and use new vocabulary • Engage children in non-fiction books

<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Learn rhymes, poems and songs. <p><i>Wellcomm assessments will be introduced where needed</i></p>	<ul style="list-style-type: none"> ▪ Discuss why the bus is naughty and the need to apologise ▪ Ways to show Introduce sound talk stories linked to ELS (teacher tells a story with some sound talk for children to orally blend) ▪ Input sessions include a lot of questioning and require children to respond in sentences. TA scribes children’s voice, highlighting children who need more support ▪ Lots of new vocabulary linked to London, Royal family, geographical terms – all introduced carefully and adults model and encourage use of new vocabulary ▪ Continue to incorporate phase 1 listening activities at other points in the day for children to focus on tuning in ▪ Provide quality non fiction texts and resources about London/Arctic/Antarctic ▪ Model and expect children to use new language when engaging in drawing of the world and polar regions, London map drawing and information book making (age-appropriate geographical language) 	<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Encourage children to ask questions to find out more <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Provide quality non fiction texts and resources about chicks and space ▪ Model and expect children to use new language when engaging in activities ▪ Adult to spend time with children watching the chicks hatching ▪ Use clips and information texts when learning about space to enthuse children and as starting points for conversation
<p>Key Vocabulary Linked to Literacy Texts:</p>	<p>full, important, mess, handsome, silliest, lonely, powerful, cosy, tucked up, tall, London, buildings, traffic, bus stop, passengers, garden, pond, reflection hook, winch, London landmark names, enormous, iceberg Arctic, Antarctica, United States, America, England, Italy, gondola, Namaste, dazzling, , India, Australia, South Pole, North Pole, travelled, Northern Lights, adventure, delight, familiar, sea, ice, city, <i>map, journey, world, land, water, seas</i></p>	<p>Space, Solar system planet, stars, sun, moon, rocket, Earth, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Astronaut, universe, galaxy, moon landing, hatched, hatchling, coop, egg, chick, feed, gentle, hen, lay, Lent, Shrove Tuesday, Palm Sunday, Good Friday, Last Supper, Easter</p>
<p>Physical Development Gross Motor</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, co-ordination and agility • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene 	<p><i>EYFS staff will continue to:</i></p> <ul style="list-style-type: none"> • Develop accuracy when throwing to a target • Develop skills in moving in different ways • Develop confidence and accuracy in balancing and jumping • Support children to use tools effectively and safely • Promote ‘pinch and flip trick’ to support children to use a tripod grip to make marks • Provide support and practise to write letters using the correct letter formation and control the size of letters • Encourage children to use a tripod grip when using mark making tools • Support children to write letters using the correct letter formation and control the size of letters • Develop additional morning missions to enable all children have access to all tools eg scissors, glue (including those who wouldn’t choose to work in the making area) <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Drawing/painting naughty bus, London landmarks, Royal family members ▪ Drawing maps and routes with pens and pencils ▪ Morning missions fine motor activities 	<p><i>EYFS staff will continue to:</i></p> <ul style="list-style-type: none"> • Develop accuracy when throwing and catching • Develop skills in moving in different ways • Develop confidence and accuracy in balancing and jumping • Support children to use tools and equipment safely including scissors • Promote ‘pinch and flip trick’ to support children to use a tripod grip to make marks • Write letters using the correct letter formation and control the size of letters <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Explore different ways of travelling through space: soaring, walking on the moon, zooming ▪ Mark making, writing and drawing with increasing independence and accuracy ▪ Writing/drawing messages for the chicks ▪ Creating imaginary planets ▪ Use a knife to spread and cut (space snacks)

<p>Fine Motor</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> Obstacle courses outside for the bus to travel – movement in different ways, speeds Climbing, jumping, obstacle course in the forest Big toys – balls of different sizes, buckets, hoops – bouncing, throwing, catching, rolling 	
<p>Proposed Inspirational Texts</p>		
<p>Possible Additional Texts to Encourage Book Talk</p>		
<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary <p>Word Reading</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <p>Writing</p> <ul style="list-style-type: none"> Write some or all of their name. Write some letters accurately. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 	<p><i>EYFS staff will continue to:</i></p> <ul style="list-style-type: none"> Teach ELS phonics Develop phonological awareness through providing opportunities to develop listening and attention skills: environmental sounds, body percussion and instrumental sounds Encourage children to segment the sounds in simple words and blend them together with increasing independence Model and provide much practise of robot talking words Support children to segment sounds in words to write them and correctly blend them to read them Provide activities and resources for children to begin to write in meaningful contexts Support children to learn the sounds as set out in ELS – progressing through phase 3 Provide opportunities for children to read words containing sounds they have been taught in phonics and tricky words Provide and encourage drawing and other mark making opportunities – eg chalk, paint, pen, pencil, water and brushes outside, writing tablets, encouraging the correct letter formation whenever children are writing letters to write labels and captions, moving towards writing a simple sentence writing taught sounds, digraphs and trigraphs and spelling some tricky words correctly. Provide high quality texts in our attractive reading areas, including texts in a range of areas of the classrooms. Encourage children to look at books and engage in book talk with friends Provide recently enjoyed class books for children to look at and encourage them to retell the stories, talking about what they can see 	<p><i>EYFS staff will continue to:</i></p> <ul style="list-style-type: none"> Teach ELS phonics Encourage children to retell and act out familiar stories with props Enable children to begin to read some ELS tricky words Encourage children to segment the sounds in simple words and blend them together with increasing independence Model and provide much practise of robot talking words Support children to segment sounds in words to write them and correctly blend them to read them Provide activities and resources for children to begin to write in meaningful contexts with letter formation/handwriting a focus Provide opportunities for children to read words containing sounds they have been taught in phonics and tricky words Provide and encourage drawing and other mark making opportunities – eg chalk, paint, pen, pencil, water and brushes outside, writing tablets, encouraging the correct letter formation whenever children are writing letters Provide high quality texts in our attractive reading areas, including texts in a range of areas of the classrooms. Encourage children to look at books and engage in book talk with friends Provide recently enjoyed class books for children to look at and encourage them to retell the stories, talking about what they can see Enable children to listen to engaging stories whenever they wish from Yotos in classroom reading areas Encourage engagement in story times Continue to support children who can't yet write their own name <p><i>Possible Provision:</i></p>

	<ul style="list-style-type: none"> • Enable children to listen to engaging stories whenever they wish from Yotos in classroom reading areas • Encourage engagement in story times • Continue to support children to write their own name <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Retell the stories shared in class – at least The Naughty Bus and Poles Apart. Using the resources in the storytelling area, support and encourage children to create their own narratives which they can retell to friends ▪ Provide high quality information texts about Polar regions to encourage children to read, write and draw in response to what they have learned and their interest ▪ Drawing maps of London and writing labels for the landmarks ▪ High quality books of in the book areas – linked to interest, topic, recent class stories, Yoto stories ▪ Encourage children to write messages to the characters in the stories with increasing independence ▪ Introduce mystery word activities – for children to write words independently ▪ Paired reading sessions 	<ul style="list-style-type: none"> ▪ Draw and write messages for the chicks ▪ Write fascinating facts about planets ▪ Develop fluency when reading through daily paired reading (within the block of review session of ELS Phonics) ▪ Mystery word activities ▪ Sequencing and retelling the story of Whatever Next ▪ Retell the Christmas story ▪ Morning missions focus on letter formation practise ▪ Drawing and labelling characters from stories ▪ High quality books of in the book areas – linked to interest, topic, recent class stories, Yoto stories ▪ Provide high quality information texts about celebrations to encourage children to read, write and draw in response to what they have learned and their interest
<p>Mathematics</p> <p><i>We follow NCETM to ensure children develop mathematical skills at a pace and progression that meets their needs:</i></p> <ul style="list-style-type: none"> • Continue to develop subitising and counting skills. • Explore the composition of numbers within and beyond 5. Begin to identify when two sets are equal or unequal. • Connect two equal groups to doubles. • Begin to connect quantities to numerals. 	<p><i>Following Maths NCETM, children will build on previous experiences of number from their home and nursery environments to:</i></p> <ul style="list-style-type: none"> • Continue to develop subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • Begin to identify missing parts for numbers within 5 • Explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • Focus on equal and unequal groups when comparing numbers • Understand that two equal groups can be called a ‘double’ and connect this to finger patterns • Sort odd and even numbers according to their ‘shape’ • Continue to develop an understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • Order numbers and play track games • Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Subitising activities eg match the numeral to the Numberblock/Numicon shape/dot pattern/finger pattern etc ▪ Learn and sing songs/rhymes linking to teaching to support learning concepts ▪ Counting activities eg match numeral to a group of objects, count out the right number of objects to match the numeral ▪ Use Numberblock character/numicon piece or 5 frame with double sided counters to find different ways of making numbers ▪ Applying notion of the same on each side using weighing scales ▪ Doubling activities using objects – same on both sides 	
<p>Understanding the World</p> <p>History: Past and Present</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community <p>Science: The Natural World</p>	<p><i>Through continuous provision, children have opportunities to engage in activities which develop their knowledge and skills of the world around them each day, throughout the environment but in particular through the reading areas, learning journey walls, prayer tables and exploring area in our weekly forest sessions. The provision in these areas is sometimes enhanced according to the day’s teaching or left for free expression.</i></p> <p><i>Children are given opportunities to:</i></p>	<p><i>Children are given opportunities to:</i></p>


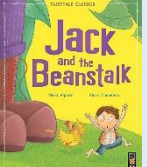
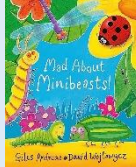
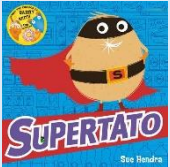
<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. <p>Geography: People, Culture and Communities</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them. • Recognise some similarities and differences between life in this country and life in other countries • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. <p>RE: People, Culture and Communities</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. <div data-bbox="168 678 353 742" style="border: 1px solid black; padding: 2px; text-align: center;"> <p>The Way, The Truth and The Life</p> </div> <p style="text-align: center;">Getting to know Jesus</p>	<ul style="list-style-type: none"> • Develop an awareness of our world. • Find out about other places around the world and in UK and that places can have different animal life/weather/landmarks. • Gain experience in looking at and drawing maps. • Talk about different types of weather and how our weather changes with the seasons. • Recognise that different animals live in different habitats. • Understand and talk about ice and how to change it. • Develop an understanding of the traditions around Chinese New Year, Valentine’s Day. • Take part in a celebration of St Werburgh Feast Day celebrations, finding out about customs and traditions <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Look at world maps/globe – locate and explain which is land, water, Arctic, Antarctica ▪ Draw/paint our world, using correct colours for land, water, Arctic and Antarctic regions ▪ Investigate how to make changes to ice – what was it before and how can we make it change? ▪ Share what we know about the local area and make comparisons to London – how are they the same? Different? ▪ Look at London maps and photographs – explain what you can see. ▪ Draw and create simple maps of London ▪ Watch and discuss the changing seasons through our learning about Penguins/Poles Apart and forest school. 	<ul style="list-style-type: none"> • Talk about the lives of people known to them • Develop an awareness of our planet – Earth. • Develop an awareness of space, find out about planets in our solar system • Find out about other places around the world and in UK and know that places can have different animal life/weather/landmarks. • Talk about different seasonal changes changes • Recognise that different animals live in different habitats. • Begin to find out about life cycles and talk about what has been observed • Know that when making food items we need to wash our hands and prepare the food in a clean area • Use a knife safely and develop skills in spreading and cutting • Changes in state chocolate <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Look at world maps/globe – locate and explain which is land, water, Arctic, Antarctica ▪ Draw/paint Earth ▪ Find out about Neil Armstrong and his moon mission ▪ Find out about space and the planets – name them, draw them, find out facts – can people live there? Etc ▪ Watch the chicks hatch and describe what is seen and happening ▪ Talk about and explain the life cycle of a chick ▪ Find out about and explain what chicks need to survive – take care of the chicks ▪ Make space snacks to take on a space mission to the moon – we can eat them when we’re there! ▪ Make Easter nests
<p style="text-align: center;">Music/Drama:</p> <p>Being Imaginative</p> <ul style="list-style-type: none"> • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Watch and talk about dance and performance art, expressing their feelings and responses. <p style="text-align: center;">Art & Design:</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<p><i>Children are given opportunities to:</i></p> <ul style="list-style-type: none"> • Learn and perform new songs, plus perform familiar ones • Sing familiar nursery rhymes • Watch and create dances • Engage in mark making opportunities through teacher focus and independent activities • Have access to wide range of creative materials for expression • Be supported in role play and small world play to enable them to engage in purposeful creative play • Print and create with different materials • Learn skills of using water colours • Draw lines and shapes to create maps <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Look at world ▪ Follow Charanga to ensure progression in music ▪ Learn songs linked to seasons: e.g. January brings the snow 	<p><i>Children are given opportunities to:</i></p> <ul style="list-style-type: none"> • Learn and perform songs and sing nursery rhymes • Engage in mark making opportunities through teacher focus and independent activities • Have access to wide range of creative materials for expression • Be supported in role play and small world play to enable them to engage in purposeful creative play • Experiment with new tools, techniques and media <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Musical skills will be developed through the Charanga scheme. ▪ Learn songs eg Spring Chicken! ▪ Learn collage skills to create a suncatcher ▪ Mark making – lines, circles, enclosing shapes ▪ Using materials – papers, fabrics, glue, scissors ▪ Observational drawings - draw chicks that have hatched/flowers

- Experiment with different textures and tools.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Through continuous provision, children have opportunities to engage in activities which develop their expressive arts and design skills each day including: painting, playdough and making areas, plus small world, storytelling, block, construction and role play. The provision in these areas is sometimes enhanced according to the day's teaching, or left for free expression.

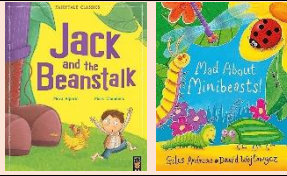
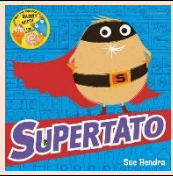

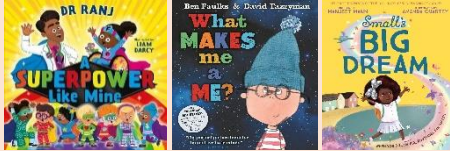
- Action songs: with visuals and props and Makaton signs.
- Drawing and painting characters from the stories – eg penguins, polar bears
- Turn a paper cup into a penguin/polar bear
- Mark making with a range of media – pens, pencils, crayons, pastels, paints
- Mark making – lines, circles, enclosing shapes
- Using materials – papers, fabrics, glue, scissors
- Creating maps
- 3d models of buses
- Opportunities for independent and supported creative play in (but not exclusive to) role play, storytelling, small world areas
- Water colour paintings of spring flowers for cards
- Bus play outdoors – tickets, conductor, driver, passengers etc
- Storytelling area – retelling familiar stories and creating story worlds – 'cold weather', London
- Watch and create Dragon Dances for Lunar New Year, talking about the feelings generated by watching/taking part

- Paintings of chicks
- Make an Easter basket

Area of Learning	Summer Term 1 The Great Outdoors	Summer Term 2 Heroes
I wonder....	How do plants grow? Which creatures live around school?	Who is my hero? What would I like to be?
Possible lines of enquiry	Minibeasts Life Cycles Animals Summer Summer sports	Supertato Super heroes Real life heroes Moving on
Enrichment Activities	Tadpoles in school pond Mini Beast Hunt Growing plants St Columba's Day National Storytelling Week	Trip Visits from real life superheroes/ emergency services World Music Day
Environment and Community	Sports Day Family picnic St Columba's Day Mass	Real life heroes to visit – eg doctor/vet etc Transition to Year 1 activities School and community map activities Possible walk to Hoole Library
Significant People/ Artists	David Attenborough Yayoi Kusama 	Dr Ranj
Possible stories to engage children's interest and book talk	The Tiny Seed, The Very Hungry Caterpillar, A fruit is a suitcase for seeds, Billy's Sunflower, Big Book of Bugs, Bug Hotel, Do You Love Bugs?, All About Minibeasts, Goldilocks & The Three Bears, Three Little Pigs, The Three Billy Goats Gruff, Little Red Riding Hood, Little Red	Julia Donaldson Stories, Max the Brave Astro Girl, There's a Superhero in your book Dr Ranj – A Superhero like you!, Dr Ranj - A Super Power like Mine, On Our Street
Proposed Inspirational Texts	 	
Key Vocabulary Linked to Literacy Texts:	<i>Jack, Mother, beans, poor, enormous, tall, beanstalk, climb, castle, giant, harp, goose, axe, chopped, rich, seed, roots, shoots, grow, water, plant, stem, flower, leaves, minibeast names, crawl, slide, slither, fly, wings, antennae, body</i>	<i>Escape, distress, strength, flannel, loose, commit, crimes, leapt, crept, snuck up, yelled, summoned up, cornered, closed in, belonged, air, arched, frozen, vegetables, marvellous, amazing, wonderful, awesome, hero, cape, power, talent, job, dreams, when I grow up...</i>
Personal, Social and Emotional Development: Self-Regulation • See themselves as a valuable individual	<i>Children are given opportunities to:</i> • Use taught strategies to support turn taking • Focus during longer whole class lessons • Show resilience and perseverance in the face of challenge, take risks and try new things or new social situations	<i>Children are given opportunities to:</i> • Discuss behaviours shown by the Evil Pea • Discuss positive changes • Support transition to Y1 – develop relationship with new teachers and environment

<p>Managing Self</p> <ul style="list-style-type: none"> • Show resilience and perseverance in the face of a challenge. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Manage their own needs. <p>Building Relationships</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Think about the perspectives of others. <p><i>Children develop their personal, social and emotional skills throughout the day and also through discreet teaching during circle times and class discussions.</i></p>	<ul style="list-style-type: none"> • Understand the perspective of others • Recognise how others feel and express their emotions in different situations • Work collaboratively • Develop relationships with other adults around the school • Manage personal basic needs independently • Control emotions using a range of techniques <p>Possible Provision:</p> <ul style="list-style-type: none"> ▪ Talk about feelings, link to colour monster and jars ▪ Role play of different parts of story - Provide masks/ accessories such as hats so pupils can take on character roles ▪ Pupils share predictions of story, listening to each other’s ideas, building on/questioning them ▪ Work in groups with common goal: sorting props/resources in groups, working together <p>ELG – Self Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</p>	<ul style="list-style-type: none"> • Have confidence to communicate with adults around school • Show resilience and perseverance in the face of challenge • Celebrate achievements of self and others • Take risks and try new things <p>Possible Provision:</p> <ul style="list-style-type: none"> ▪ Talk about feelings of characters in the story - link to colour monster and jars ▪ Link Supertato to behaviour – what should the Evil Pea do? ▪ What is our superpower? How can we be heroes? Do we know any real life heroes? ▪ Transition activities – new teachers to meet in EYFS for activities and storytimes, then children to visit teachers in their new classrooms
<p>Communication, Language and Literacy</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Listen to rhymes, poems and songs, paying attention to how they sound and learn them. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Speaking</p> <ul style="list-style-type: none"> • Learn and use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them. 	<p><i>EYFS Staff continue to:</i></p> <ul style="list-style-type: none"> • Support children to develop conversations with adults and peers • Provide opportunities to develop listening and attention skills: environmental sounds, body percussion and instrumental sounds. • Provide many opportunities so that they can spot and suggest rhymes, count sounds in a word, recognise words with the same initial sound • Model language to support children verbalise feelings, needs/emotions. • Model good looking, listening and sitting ‘watch me’ • Support and develop understanding of when questions • Provide opportunities to listen in different kinds of environments to focus attention • Model activities where sounds and patterns can be copied through careful listening • Encourage children to use talk to organise and explain their thinking • Model and encourage talk in well structured sentences • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Support and develop understanding of how to answer who, what, where, when, why and how questions 	<p><i>EYFS Staff continue to:</i></p> <ul style="list-style-type: none"> • Model talking in sentences using a range of sentences • Provide opportunities for children to talk about familiar books, and be able to tell a long story • Give opportunities for children to answer who, what, where, when, why and how questions • Expect children to be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions • Model language to support children verbalise feelings, needs/emotions. • Support, encourage and model asking for help • Model good looking, listening and sitting ‘watch me’ • Develop understanding of how to answer who, what, where, when, why and how questions • Provide opportunities to draw conclusions – eg the baby cried because.... • Develop children’s awareness of familiar story settings and structure <p>Possible Provision:</p> <ul style="list-style-type: none"> ▪ Children to talk to and about their new adults in school ▪ Transition activities ▪ Supertato activities – children to create their own adventures for real life and super heroes

<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences, connecting one idea or action to another using a range of connectives. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> • Provide opportunities to draw conclusions – eg the baby cried because.... • Develop children’s awareness of familiar story settings and structure <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Jack and the Beanstalk activities – children will be able to make links to other traditional tales and demonstrate their understanding of the structure and setting through retelling and discussion ▪ Who, what, why, when, where, how questions integrated into daily teaching sessions TA scribes children’s voice, highlighting children who need more support ▪ Story language – once upon a time, beginning, middle and end ▪ Model and expect children to use new vocabulary <p>ELG – Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<ul style="list-style-type: none"> ▪ Who, what, why, when, where, how questions integrated into daily teaching sessions TA scribes children’s voice, highlighting children who need more support ▪ Model and support children with using story language – once upon a time, beginning, middle and end
<p>Key Vocabulary Linked to Literacy Texts:</p>	<p>Jack, Mother, beans, poor, enormous, tall, beanstalk, climb, castle, giant, harp, goose, axe, chopped, rich, seed, roots, shoots, grow, water, plant, stem, flower, leaves, minibeast names, crawl, slide, slither, fly, wings, antennae, body</p>	<p>Escape, distress, strength, flannel, loose, commit, crimes, leapt, crept, snuck up, yelled, summoned up, cornered, closed in, belonged, air, arched, frozen, vegetables, marvellous, amazing, wonderful, awesome, hero, cape, power, talent, job, dreams, when I grow up...</p>
<p>Physical Development</p> <p>Gross Motor</p> <ul style="list-style-type: none"> • Combine different movements with ease and fluency • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Know and talk about the different factors that support their overall health and wellbeing <p>Fine Motor</p> <ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, 	<p><i>Continue to:</i></p> <ul style="list-style-type: none"> • Continue to support and promote fine motor skills opportunities to develop finger strength • Promote ‘pinch and flip trick’ to support children to use a tripod pencil grip • Use tools and equipment safely without direct supervision • Team games that require group work • To move safely with confidence and imagination, communicating ideas through • movement – move safely with equipment too • Explore movement using a prop with control and coordination • Move with control and coordination, copying, linking and repeating actions <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Morning missions fine motor activities ▪ Increased number of independent writing opportunities ▪ Writing about minibeasts ▪ Clay/pebble minibeast ▪ Story maps ▪ Label pictures, write captions/sentences forming letters correctly ▪ Climbing, jumping, obstacle courses in the forest 	<p><i>Continue to:</i></p> <ul style="list-style-type: none"> • Talk about and identify healthy and unhealthy foods • Hold scissors correctly and cut out pictures and objects close to the line • Create drawings with details and labels and captions • Independently use a knife, fork and spoon to eat a range of meals • Follow instructions and move safely when playing tagging games • Promote ‘pinch and flip trick’ to support children to use a tripod pencil grip • Play by the rules and develop coordination <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Frozen peas and tweezers - Put an amount in each container/ save the frozen evil peas from the jelly! ▪ Create a super hero assault course outside ▪ Tell the story of Supertato and ask the pupils to act out his actions e.g. flying through the air, lifting up the cheese, washing broccoli. On a large roll of paper encourage the pupils to make exaggerated marks showing how he moved e.g. swirls for flying through the air, large dots for stomping through the supermarket, line jumps to show jumping over tins of beans etc ▪ Healthy eating - Use paper plates and art resources to make healthy dinner

<p>accurate and efficient.</p>	<ul style="list-style-type: none"> ▪ Big toys – bats and balls, throwing to target games, team games, bikes and climbing ▪ Sports day practice 	<ul style="list-style-type: none"> ▪ Five a day - What would your five be?
<p>Proposed Inspirational Texts</p>		
<p>Possible Additional Texts to Encourage Book Talk</p>		
<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Make predictions about what might happen and talk about what has happened. • Talk about the characters in their own reading books. <p>Word Reading</p> <ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Writing</p> <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. 	<p><i>Continue to:</i></p> <ul style="list-style-type: none"> • Teach ELS phonics • Develop phonological awareness through providing opportunities to develop listening and attention skills: environmental sounds, body percussion and instrumental sounds • Encourage children to segment the sounds in simple words and blend them together with increasing independence • Model and provide much practise of robot talking words • Support children to segment sounds in words to write them and correctly blend them to read them • Provide activities and resources for children to begin to write in meaningful contexts • Support children to learn the sounds as set out in ELS – progressing through phase 3 • Provide opportunities for children to read words containing sounds they have been taught in phonics and tricky words • Provide and encourage drawing and other mark making opportunities – eg chalk, paint, pen, pencil, water and brushes outside, writing tablets, encouraging the correct letter formation whenever children are writing letters • Provide high quality texts in our attractive reading areas, including texts in a range of areas of the classrooms. • Encourage children to look at books and engage in book talk with friends 	<p><i>Continue to:</i></p> <ul style="list-style-type: none"> • Teach ELS phonics • Encourage children to retell and act out familiar stories with props • Enable children to read an increasing number of ELS tricky words • Encourage children to segment the sounds in simple words to read them and blend them to write them independently • Provide activities and resources for children to begin to write in meaningful contexts with letter formation/handwriting a focus • Provide opportunities for children to read words containing sounds they have been taught in phonics and tricky words • Provide and encourage mark making, encouraging the correct letter formation whenever children are writing letters • Provide high quality texts in our attractive reading areas, including texts in a range of areas of the classrooms. • Encourage children to look at books and engage in book talk with friends • Provide recently enjoyed class books for children to look at and encourage them to retell the stories, talking about what they can see • Enable children to listen to engaging stories whenever they wish from Yotos in classroom reading areas • Encourage engagement in story times • Continue to support children who can't yet write their own name • Use a full stop, fingers spaces and begin to use capital letters at the start of a sentence <p><i>Possible Provision:</i></p>

<ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Provide recently enjoyed class books for children to look at and encourage them to retell the stories, talking about what they can see • Enable children to listen to engaging stories whenever they wish from Yotos in classroom reading areas • Encourage engagement in story times • Continue to support children to write their own name • Use a full stop, fingers spaces and begin to use capital letters at the start of a sentence <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Retell the stories/recount books shared in class – at least Jack and the Beanstalk and Mad about Minibeasts. Using the resources in the storytelling area, support and encourage children to create their own narratives which they can retell to friends ▪ Provide high quality information texts about growing, planting, spring, summer, minibeasts to encourage children to read, write and draw in response to what they have learned and their interest ▪ Drawing and writing labels/captions ▪ High quality books of in the book areas – linked to interest, topic, recent class stories, Yoto stories ▪ Encourage children to write messages to the characters in the stories with increasing independence ▪ Paired reading sessions ▪ Write a shortened version of the story 	<ul style="list-style-type: none"> ▪ Provide high quality texts about real life heroes/people who help us ▪ Write captions, labels, sentences independently in response to Supertato, superhero and transition activities eg a wanted poster with character description ▪ Encourage retelling of the Supertato stories and create own superhero adventures in the storytelling area ▪ Enable longer writing activities eg retelling the story, recount of hero visit, writing own adventure stories ▪ Develop fluency when reading through paired reading ▪ Mystery word activities
<p>ELG – Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>		
<p style="text-align: center;">Mathematics</p> <p style="text-align: center;"><i>We follow NCETM to ensure children develop mathematical skills at a pace and progression that meets their needs</i></p> <ul style="list-style-type: none"> • Consolidate counting skills, counting to larger numbers. • Develop a wider range of counting strategies. 	<p><i>Following Maths NCTEM, children will build on previous experiences of number to:</i></p> <ul style="list-style-type: none"> • Continue to develop counting skills, counting larger sets as well as counting actions and sounds • Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • Compare quantities and numbers, including sets of objects which have different attributes • Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • Begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • Continue to identify when sets can be subitised and when counting is necessary • Develop conceptual subitising skills including when using a rekenrek <p><i>Possible Provision:</i></p> <ul style="list-style-type: none"> ▪ Sorting and comparing according to patterns etc ▪ Counting in 2s using minibeasts ▪ Length investigation with worms 	

- Secure the knowledge of number facts through varied practice.

- Solve simple problems related to story: animals going missing – subtracting
- Compare two groups of props: more, fewer
- 2d and 3d shapes to create homes/traps for minibeasts/veggies
- How many peas in a pod - Pupils shell peas to count and record how many
- Sort and classify vegetables - List class favourite vegetables
- Simple problems involving addition and subtraction, using supermarket items

ELG – Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **Numerical Patterns:** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity'. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World
History: Past and Present

- Compare and contrast characters from stories, including figures from the past.
- Comment on images of familiar situations in the past.

Geography: People, Culture, Communities

- Understand that some places are special to members of their community.
- Draw information from a simple map.

Science: The Natural World

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

RE: People, Culture and Communities

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Recognise that people have different beliefs and celebrate special times in different ways.

Through continuous provision, children have opportunities to engage in activities which develop their knowledge and skills of the world around them each day, throughout the environment but in particular through the reading areas, learning journey walls, prayer tables and exploring area and in our weekly forest sessions. The provision in these areas is sometimes enhanced according to the day's teaching or left for free expression.

Continue to provide opportunities for children to:

- Find out about life in the past through settings and characters
- Learn about some of the environments and habitats of different animals
- Make observations about different types of animals and plants and use prior learning (eg chicks hatching or plants grown at home) to note and explain similarities and differences
- Find out about what plants need to grow and be investigators to find out what happens to plants in different places
- Talk about different types of weather and how our weather changes with the seasons.

Possible Provision:

- Share and retell a range of fairy tales
- Discuss and explore fairy tale settings and characters through retelling with props in the storytelling area.
- Finding out about castles and castle life
- Observe tadpoles in the school pond when we visit the forest each week
- Planting seeds/beans
- Seed/plant investigation
- Growing and looking after plants
- Find out about and take part in celebration of St Columba's Day Mass

Continue to provide opportunities for children to:

- Find out about the lives of people around us and their roles in society.
- Know that we have changed since birth and we will continue to grow and change – talk about aspirations for the future.
- Find out more about the school environment – look at school from a range of views – bird's eye, street view – make comparisons and talk about differences.
- Follow a simple map to find different locations around school.
- Recognise the importance of being healthy – exercise, food choices and sleep.

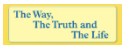
Possible Provision:

- Invite real life super heroes in to inspire our aspirations
- Find out about the occupations of people who help us
- Find out about Dr Ranj
- Find ways to free the veggies and help Super Tato
- Where do our vegetables come from? How do they grow? –
- Grow your own potato kits www.growyourownpotatoes.org.uk
- Use green screen technology to retell the story of Supertato/create own stories - dress up as superhero characters
- Make vegetable soup/ mashed potato.
- Look and describe a potato before boiling- notice the changes

ELG - Past and Present: *Talk about lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class/storytelling.*

People, Culture & Communities: *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps*

The Natural World: *Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.*



Music/Drama: Being Imaginative

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Develop storylines in pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Art & Design: Creating with Materials

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.

Through continuous provision, children have opportunities to engage in activities which develop their expressive arts and design skills each day including: painting, playdough and making areas, plus small world, storytelling, block, construction and role play. The provision in these areas is sometimes enhanced according to the day's teaching, or left for free expression.

Continue to provide opportunities for children to:

- Play an instrument following a musical pattern.
- Explore and use a variety of artistic effects to express their ideas/ feelings.
- Add detail to drawings and pictures
- Use sculpture/3d objects to create 3d work
- Create and retell narratives based around stories
- Experiment with different media, tools and techniques

Possible Provision:

- Storytelling area – traditional tales
- Act out and recite stories using storymaps
- Pebble/clay minibeasts
- Pen drawings of minibeasts – with attention to detail
- Observational drawings of plants with attention to detail Junk modelling of a castle
- Pictures of story settings for use as props in storytelling area
- Dot pictures of butterflies in the style of Yayoi Kusama
- Charanga music progression

Continue to provide opportunities for children to:

- Play an instrument following a musical pattern.
- Explore and use a variety of artistic effects to express their ideas/ feelings.
- Add detail to drawings and pictures
- Use sculpture/3d objects to create 3d work
- Create and retell narratives based around stories
- Experiment with different media, tools and techniques
- Invent narratives, stories and poems.
- Share creations, talk about processes and evaluate their work.

Possible Provision:

- Learn and perform songs/rhymes - Charanga
- Storytelling area – superhero props – recording stories on ipad
- Vegetable heroes- Create superhero vegetables with pipe cleaners, googly eyes and small pieces of fabric
- Vegetable prints
- Super hero dress up and supermarket role play
- Make own superhero mask - Make paint patterns using kitchen utensils
- Observational drawings with increased detail – vegetables/me (repeated activity from start of year to see the changes)
- Transition activities

ELG - Creating with Materials: *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.*

Being Imaginative *Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.*