



The Grove Primary School

Early Years Foundation Stage

Our Curriculum Intent:

We believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We strive to reflect this in our curriculum by opening the eyes of all our children to opportunities beyond their doorstep. And we aim that all children, regardless of their background or experiences, develop the skills necessary in order to be successful in life.

We define the curriculum as the totality of a child's experience at The Grove Primary school which includes not only what but also how the child learns. This curriculum is underpinned by a focus on personal development and communication and language as many of our children, for a variety of reasons, come to school not fully prepared for learning. We ensure that within the curriculum there are opportunities for children to develop knowledge, skills, attitudes and behaviours which will ensure they become motivated, independent and successful learners, and effective citizens both within and beyond the school.

The Intent for EYFS

At The Grove, we believe that all children are individuals who will have their own, unique learning journey. We are committed to giving our children the best start in their education and recognise the pivotal importance these early experiences can have on future learning and development. We seek to develop the 'whole' child and ensure that all our children become curious, independent and active learners who are ready for Key Stage 1.

We want to captivate our youngest learners from their first day and support them to develop a lifelong thirst for learning. Our environments aim to provide a stimulating, engaging space where children can make choices about their learning, take risks, try new things and be creative. We strive to develop the children's cultural capital to achieve the Early Learning Goals by the end of Reception. Through their positive interactions with adults and peers they are supported to become independent, confident and curious individuals who embrace new learning opportunities and are not afraid to challenge themselves.

We aim to achieve this in Nursery and Reception through:

- a rich, enabling environment which engages and supports children's learning
- purposeful, engaging learning opportunities
- fostering positive relationships with adults, peers and the wider community
- recognising and supporting each child's individual needs and interests
- provision which is linked to where the children currently are in their development
- a blended approach between areas with adult instruction and opportunities for play where children can rehearse and consolidate skills

Implementation of the Early Years Foundation Stage (EYFS)

The vision and aims for EYFS are set out in *The Grove Curriculum for Reception* and *The Early Years Foundation Stage Framework*. These documents also describe the standards expected for EYFS and provides detailed guidance for their implementation.

Curriculum:

We offer a skills-based, creative curriculum that emphasises the *process* of learning. It is based on our observation of children's needs, interests, and stages of development across the seven areas of learning so that children are able to achieve the Early Learning Goals by the end of Reception. We have interwoven the Early years Framework with Chris Quigley's Curriculum Companion to underpin our practice. This enables fluid transition for our children from Nursery to Reception and then into Key Stage 1. We use the Threshold concepts as the basis for the organisation of learning and progression. The big ideas unpick the threshold concepts and provide the basis for the types of learning experiences the children will have. The Milestones are the markers of progress towards reaching the Early Learning Goals.

All seven areas of learning and development are important and interconnected.

The three **prime** areas are key for developing children's basic skills, for building their capacity to learn, form relationships and thrive.

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

When planning and guiding children's activities our staff always consider the different ways that children learn. These characteristics of teaching and learning underpin our day-to-day practice.

The three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience things, and 'have a go'.
- **Active learning** - children concentrate and keep on trying if they encounter difficulties.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

At The Grove we are committed to developing the 'whole' child and our curriculum includes a range of extra-curricular activities and 'real life' experiences. Through this we hope to enrich the lives of our children, foster positive attitudes towards learning and their communication and physical development. In addition to visitors and off-site visits, this includes trips to the local shops to buy ingredients, which we then cook together, and 'Balance Bike' lessons.

Planning:

We use children's interests, our local environment, threshold concepts, key festivals/celebrations underpinned by the progression within *Development Matters in the Early Years Foundation Stage* as the basis for curriculum planning. We create medium term plans based on a series of topics which offer experiences in all seven areas of learning. Links are made across curriculum areas, ensuring purposeful, skills-based activities that help children make sense of their immediate experiences, their community and the wider world in which they live. Planning is continually evaluated by all staff to ensure that children's interests, individual next steps and personalised learning needs are met. Across the Foundation Stage, we move the children from an informal to more formal ways of learning, seen in Key Stage 1, in readiness for their next stage in school. Child Initiated learning opportunities are planned through on going assessment, as well as summative assessments, to ensure that these learning experiences meet the needs of all learners.

Throughout our EYFS, learning is focussed on the 3 prime and with the 4 specific areas for learning used to consolidate and further develop a child's learning.

We understand that every child is an individual and during their Nursery journey we support our children to make progress from their individual starting point. Our teaching approach in Nursery is flexible across all curriculum areas; dependent upon the child's age and current development. We follow a balance of a child centred approach, where we follow the interests of the child, known as 'in the Moment' and planned activities which follow a theme. Our children have the opportunity to learn through whole setting activities, small carpet time sessions and one to one time with adults. We ensure our environment supports the children's learning and engages them. The children are introduced to phonics using Little Wandles Foundation for Phonics during their first term providing them with a strong foundation for reading and writing.

During Reception our children experience the seven areas of learning through a balance of whole class teaching, small group activities and child-initiated learning. There are also allocated times for whole class daily 'carpet sessions' of Phonics, Maths and Literacy, with the specific areas being taught once a week in the afternoon. During children's independent, child-initiated learning (informal/play based) the adults interact, where appropriate, scaffolding or playing along-side the children to support, challenge or work towards individual next steps. We build our provision to ensure the resources we use continue learning for the children outside of adult interaction.

Through our EYFS, Child-initiated learning (ChIL) involves children making decisions about what they want to do, where, with whom, and what resources they will need. They then need time to play, to explore and experiment with their ideas and knowledge. During this playing time, children have support from adults in a variety of ways to scaffold, extend and model learning. During, and after their play, children are encouraged to talk about what they have done, whether they have discovered something new, improved upon a skill or just enjoyed playing with a friend. The extent to which each of these aspects can be explored will vary according to the children's age and experience.

Both prime and specific areas for learning are planned for, and covered, during the ChIL. Learning opportunities relate to the themes being taught and resources change depending on this providing a wide range of opportunities for learning across the 7 areas.

Environment:

Our curriculum is delivered in a happy, safe and stimulating environment, which promotes curiosity, independence and challenge. Our classrooms are organised into well-resourced learning environments, both inside and out. The inside classrooms has a large carpet space, along with areas for role play, reading, mark making/writing, craft and malleable activities, construction, small world play and ICT. Our outdoor provisions include sand, water, a mud kitchen, small world play, writing areas, large mark making, bikes, scooters, along with loose parts such as logs, tyres, planks and large construction blocks. When not in an adult guided group, children have free-flow access to the outside area. In both Nursery and Reception our inside and outside environments are adapted regularly to meet the needs of the children and where they are in their development and to match the overall learning theme.

A significant number of pupils arrive in our EYFS setting who have not had the opportunity to develop secure communication and language skills. Pre Covid 19, CL was a main presenting need for many of our pupils. This has been further complicated with many not having the opportunity to develop self help skills, for example, within PSED or gross motor skills (PD). On entry into our EYFS, at which ever stage a child arrives, the curriculum is modified to ensure that these global needs are met. Throughout the year, all pupils in Nursery and Reception have the opportunity to access a wide range of vocabulary, from a range of sources throughout the 7 areas of learning, for example.

Our environments celebrate the success and achievements of all. Display boards are used to celebrate independent learning - work is put up as it happens and this immediate recognition demonstrates the pride we have, and the value we place, in their independent work. In Reception, we use 'Working Walls' in Maths, Phonics and Literacy to promote independence and reinforce the key themes, skills and experiences we are focusing on.

Transition

By the end of their time in Nursery, the children will have had the opportunity to access short bursts of whole class learning in preparation for Reception. This starts with 5 – 10 minute phonics sessions and sharing books in September and moves through to short, e.g., maths sessions in the summer term. All our Nursery children will be able to put on their coat, age appropriate shoes/clothing and will be able to toilet with independence. Nursery have lunch in our dining hall from September and join with the rest of school for key events during the year. Parent meetings are held to discuss school readiness and a leaflet is handed out with some key aims. Our Nursery and Reception teams communicate regularly but will also have a formal hand over meeting in July. Where a child is moving on from us, we will meet with their new school.

By the end of Reception, our children will be ready to move from Child Initiated Learning to a more formalized learning ready for Year 1. They will be accessing longer taught sessions (up to 20/25 minutes) and will have experience of being directed towards pieces of learning. They will have been using books to record their learning by the start of the Spring Term. From the start of Year 1, this journey continues with enhanced provision being used to direct children's learning, this practice will continue until Spring Term. Our Reception and Year 1 teams communicate regularly but will also have a formal hand over meeting in July which includes the use of EYFSP data.

Resources:

To support our children in leading their own learning we ensure our classroom resources are well chosen and of a high quality. Children are able to choose from a range of open-ended and, wherever possible, natural resources to support their learning. We encourage our learners to take responsibility for looking after our environment and the resources in it – children are taught to 'choose it, use it, put it away' and we provide labelled baskets to support with this. High quality texts are visible in all areas to provide provocations and encourage curiosity about books. Staff routinely audit and enhance provision based on the emerging needs and interest of our children.

Our staff are the most valuable resource we have and all staff recognise the importance that positive relationships have on early learning experiences and development. Staff are committed to building relationships with all children in our care, getting to know them as individuals in order to best support them on their learning journey. Our experienced staff are skilled at modelling, scaffolding and challenging children through positive interactions during their independent play, guided group work or whole class inputs.

Intervention:

Children who still need extra support are identified and targeted for intervention. At The Grove we use a range of intervention strategies depending of the child's needs. In Reception any children who need extra support with their Phonics learning will enter the Little Wandle 'Keep-up' intervention. They will have either group or one-to-one support sessions with the Class Teacher to bridge any gaps.

Inclusion:

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that our provision is accessible to all pupils by:

- setting suitable learning outcomes and activities
- adapting the resources within our provision
- overcoming potential barriers of individuals and groups

This is monitored by analysing pupil performance throughout the school to ensure no disparity between groups.

Assessment:

Assessment for Learning:

All adults in Nursery and Reception are involved in the ongoing observation and assessment of children. As part of our daily practice we observe and assess children's development and learning to inform future planning and activities.

- Staff assess through talking to the children, playing with them and observing their work. Written work completed by the children is marked in line with the school policy on marking.
- Observations of children's achievements are collated in their own personal, online 'Family' Learning Journal in Nursery and 'Tapestry' in Reception. Parents/carers receive a notification when an observation has been added. They can then view this observation and any related photographs/videos and comments.
- Parents/carers are encouraged to add their own comments and to upload their own observations to share what their children are able to do at home.
- Throughout their time in Nursery and Reception, parents/carers are welcomed in to share their children's learning both informally through our 'open door' policy and more formally during parent/teacher consultations in Reception.
- Staff are aware of the Milestones for end of Nursery, first half of Reception and second half of Reception

Assessment in Nursery:

- A Starting Points assessment is completed for each child during the Autumn term or when they join our Nursery.

- Each child will have a long termly observation on Family which will highlight whether they are working at the emerging, developing or secure level within age ranges of development matters.
- Each child will have a 'School leavers' report for the end of their Nursery journey. This will be shared with parents on Family.

EYFS Baseline:

- From September 2021, all children will undertake a task-based assessment of their early literacy, communication, language and mathematical skills when they start school.
- There will be no pass/fail or numerical score.
- The data will be used to judge how much progress a child has made by the end of Key Stage 2.

EYFS Profile:

- The EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development' (GLD).
- It is completed for each Reception child in the Summer Term. Staff indicate whether children are meeting 'expected' levels of development or not yet reaching expected levels - 'emerging'.
- The profile data is statutory data which is sent to the Local Authority.

Organisation:

The EYFS Leader is responsible for EYFS. This includes:

- Staying up to date with curriculum requirements and developments
- Promoting a school vision for EYFS and raising the profile of EYFS across the school
- Developing systems for assessing pupil progress in the phase.
- Monitoring school outcomes against national outcomes
- Ensuring continuity and progression from year group to year group within the phase.
- Advising and supporting colleagues in the implementation and assessment of the curriculum throughout the phase, including leading and supporting by example.
- Assisting with requisition and maintenance of resources required for the teaching of EYFS, within the confines of the school budget
- Liaising with others e.g. LA advisors, consultants

Monitoring and Review:

Name of curriculum leader: Kiera Holland

Date: 1/12/22

Review Date: April 2023

Review Date: 01/09/2024

The Grove Nursery - Curriculum Overview 2023 - 24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Wonderful Me!	Our community and people who help	Animals and Our World	Growing and Spring	Arts, Science and Music	School Readiness
Big Ideas (topic) Possible themes/ interests Line of enquiry	Families, homes, People who help us, transition, Diwali, Christmas, Birthdays, Bonfire Night, Halloween, Anti bullying week		Easter, Chinese New Year, Pancake Day, Journeys, Vehicles, Animals, E Safety week		Growing up, minibeasts, plants, transition	

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<p style="text-align: center;">Maths</p>	<p>To begin to talk about and explore shapes in the environment using informal language. To begin to make comparisons about size, linking experiences from play to stories and rhymes To begin to recite numbers to 5 To begin to make comparisons between objects relating to size</p>	<p>To select shapes and materials appropriately when building To compare amounts saying 'lots', 'more' or 'same To use informal mathematical language when exploring shapes e.g. sides, corners, straight, flat, round To start to compare quantities using language of 'more than', 'less than' To begin to solve real world maths problems, with numbers up to five To make comparisons between objects relating to size including length To make comparisons between object relating to size, weight and capacity</p>	<p>To explore objects, using language of shape, size and colour to describe, and sort them To begin to describe events in the day and compare these times and events Describe a familiar route and describe this using a sequence of events, including using language such as first, then etc To begin to explore 2D shapes and use informal, mathematical language such as 'sides', 'corners' etc To talk about and explore 2D and 3D shapes e.g. rectangles, triangles and use informal language such as 'flat' and 'round' To name, recognise and sort 2D shapes by their properties</p>	<p>To begin to notice identify patterns around us e.g. stripes on clothes, designs on rugs and describe it using language like 'pointy', 'spotty', 'blobs' To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'... To describe and act out a sequence of events, talking about what happens before and after. To extend ABAB patterns – stick, leaf, stick, leaf Notice and correct an error in a repeating pattern To create their own ABAB pattern Understand position through words alone and discuss locations using words like 'in front of'</p>	<p>To begin to subitise up to 3 objects To count in everyday contexts, sometimes skipping numbers e.g. "1-2-3-5" To subitise up to three objects To link numerals and amounts e.g. showing the right number of objects to match up to the numeral, up to 5 To say one number name for each item</p>	<p>To experiment with our own symbols and marks as well as numerals To show 'finger numbers' up to five To know the last number reached when counting a small set of objects tells you how many there are in total To begin to recite numbers past five To begin to say one number for each item in order with increased accuracy e.g 1, 2, 3, 4, 5 Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p>
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Writing	To enjoy mark making freely. To add some marks to our drawings. To begin to understand the five key concepts of print - print has meaning.	To add some marks to our drawings and begin to give some meaning to them e.g. "car". To begin to understand the five key concepts about print - the names of the different parts of a book. To begin to develop phonological awareness e.g. recognise words with the same initial sound e.g. money and mum. To begin to have short conversations about stories.	To add some marks to our drawings and to give some meaning to them e.g. "car". To begin to understand the five key concepts about print - print can have different purposes. To begin to join in with well-known rhymes. To begin to write/trace our names. Begin to distinguish between the different marks we make.	To begin to understand the five key concepts about print - page sequencing. To begin to understand the five key concepts about print - we read English text from left to right and from top to bottom. To further develop phonological awareness e.g. count or clap the syllables in a word. To begin to write some letters in our name	To begin to use print and letter knowledge in early writing e.g. writing a pretend shopping list that starts at the top of the page and write 'm' for mummy. To begin to engage in extended conversations about stories, learning new vocabulary. To write some or all of our names	To further understand the five key concepts about print. To further develop phonological awareness. To engage in extended conversations about stories, learning new vocabulary. To write some letters accurately. To enjoy writing on different surfaces e.g. paper, screens, in sand and with shaving foam.
	Nursery Rhymes to be taught throughout the year helping children to become familiar with words and sounds. Children will be encouraged to join in the actions with whole body movements.					
Reading	Sound Recognition (Little Wandle)	Little Wandle - Foundations for Phonics: <ul style="list-style-type: none"> • Sharing high quality stories and poems with children • Learning a range of nursery rhymes and action rhymes • Listening Activities (Play with Sounds, Bertha the Bus, Name Play, Voice Sounds, What's in the Box) • Oral Blending <ul style="list-style-type: none"> • Listening to sounds in the environment • Learning to find own name label 		Little Wandle - Foundations for Phonics: <ul style="list-style-type: none"> • Sharing high quality stories and poems with children • Learning a range of nursery rhymes and action rhymes • Listening Activities (Play with Sounds, Bertha the Bus, Name Play, Voice Sounds, What's in the Box) • Oral Blending 		

Communication and Language	<p>Welcoming children and families into the setting Settling activities making friends and learning their names.</p> <p>All about me Children chatting about what they are doing Talking about what they like to play with Model talk routines through the day eg "Good morning" when arriving at school in the morning</p> <p>Recognises that adults are there to support and indicate they need help either verbally or nonverbally Enjoys listening to simple stories and understand what is happening with the help of the pictures.</p>	<p>Settling back in activities Listens to simple stories and beginning to make comments Talks about their family members and the experiences they have Follows simple play instructions eg Put dolly in the bed Joins in with singing nursery rhymes or the actions Speaks to a child or adult who are playing alongside them</p> <p>Begin to pay attention to more than one thing at a time Joins in with repeated refrains in familiar stories Uses language to recall past experiences Beginning to be more confident when approaching adults</p>	<p>Beginning to use some of the new language learned either from practitioners or stories Recall main parts of a story. May need visual prompts Begin to use longer sentences Describing events in some detail e.g. I fell down, hurt my knee Sings rhymes or songs spontaneously Play is beginning to include past personal experiences e.g. trip to the park Children confidently speak to a familiar adult or ask for help To begin to understand how and why questions</p>	<p>Beginning to express a point of view Start a conversation with a friend and continue it for 2 turns Beginning to shift own attention Beginning to make up songs or rhymes of their own Using a wider range of vocabulary modelled by new learning, May continue to use irregular tenses e.g. I runned Choosing to look at books independently and narrating what is happening To understand and respond to how and why questions</p>	<p>Using talk to organise events and their play Becoming more confident when engaging in conversation with their peers Showing an interest in what their friends are doing and beginning to ask them questions Understands the use of objects Children 'reading' familiar stories to themselves or peers using the illustrations as prompts Beginning to understand why and how questions Listens attentively to longer stories and beginning to predict what might happen next</p> <p>Uses sentences of around 4-6 words</p>	<p>Able to engage confidently in a two way conversation, listening to the other participant for many turns Using a wider range of vocabulary including the use of because or and Responds to more complex instructions and able to carry them out Beginning to listen more carefully Speaks confidently to unfamiliar adults and their peers Narrates own small world or role play, using vocabulary based the context or previous experiences Sings a range of songs and begins to make up their own Beginning to ask questions to find out more Using a range of tenses</p>
	<p>Learn new vocabulary Use new vocabulary through the day</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</p>	<p>Use new vocabulary in different contexts</p>			

<p>UTW (Science, History, Geography, RE)</p>	<p>The Natural World Past and Present</p>	<p>To use all our senses in hands-on exploration of natural materials.</p> <p>To begin to talk about what we can see.</p> <p>To explore how things work.</p> <p>To begin to talk about our lives and families.</p> <p>To begin to develop positive attitudes about the differences between people</p> <p>Begins to talk about the location of familiar places by going on frequent walks of local area</p>	<p>To explore collections of materials with similar and/or different properties.</p> <p>To begin to use new vocabulary when describing what we can see.</p> <p>To begin to understand the need to respect and care for the natural environment and all living things</p> <p>Encourage children to make rivers and mountains from sand and mud</p>	<p>To use all our senses in hands-on exploration of natural materials.</p> <p>To plant bulbs and care for growing plants</p> <p>To show interest in different occupations in play.</p> <p>To continue to develop positive attitudes about the differences between people</p>	<p>To begin to understand the key features of the life cycle of a plant and an animal.</p> <p>To talk about the differences between materials and changes we notice.</p> <p>To talk about members of our immediate family and community</p> <p>Give children opportunities to discuss their homes, where they live</p>	<p>To talk about members of our immediate family and community</p> <p>Can act out familiar routines from their family and culture</p> <p>Show interest in different occupations</p> <p>To explore collections of materials with similar and/or different properties.</p> <p>To follow a simple map by placing objects on a table in the correct position shown on a map</p> <p>To plant seeds and care for growing plants</p> <p>To explore and talk about the differences between materials and changes we notice.</p> <p>To understand the needs to respect and care for the natural environment and all living things.</p>	<ul style="list-style-type: none"> To use all our senses in hands-on exploration of natural materials. To begin to know that there are different countries in the world and talk about the differences they have experiences or seen in pictures. To create simple maps of where objects go in the provision. To talk about what we can see, using new vocabulary. To describe in simple terms, life cycles of plants and animals To explore and talk about different forces they can feel <p>To put photographs of themselves as a baby and onwards in the correct order</p> <p>To distinguish between old and new toys</p>
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EAD	Art/DT/Music	<p>To begin to take part in simple pretend play using an object to represent something else even though they are not similar.</p> <p>To begin to explore different materials freely, in order to develop ideas about how to use them and what to make.</p> <p>To begin to create closed shapes with continuous lines, and begin to use these shapes to represent object.</p> <p>To begin to explore colour and colourmixing</p> <p>To listen with increased attention to sounds To begin to remember and sing entire song,</p>	<p>To begin to develop stories using small world equipment e.g. animals, dolls houses etc.</p> <p>To begin to develop our own ideas and then decide what materials to use to express them.</p> <p>To begin to join different materials and explore different textures.</p> <p>To begin to respond to what we have heard, expressing our thoughts and feelings.</p>	<p>To begin to make complex imaginative 'small worlds' with blocks and construction kits e.g. a city with buildings and a park.</p> <p>To begin to draw with increasing complexity and detail e.g. drawing a face with a circle and including details.</p> <p>To show different emotions in our drawings and paintings e.g. happiness, sadness, fear etc.</p> <p>To remember and sing entire songs.</p> <p>To begin to create our own songs, or improvise a song around one we know.</p>	<p>To continue to make imaginative and complex 'small worlds' with blocks and construction kits. e.g. a city with different buildings and a park.</p> <p>To join different materials and explore different textures.</p> <p>Children can talk about what they are going to make.</p> <p>To begin to use drawing to represent ideas like movement or loud noises.</p> <p>To begin to move rhythmically to music e.g. up and down, down and up.</p>	<p>To begin to develop complex stories using small world equipment e.g. animal sets, dolls houses etc. explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>To respond to what we have heard, expressing our thoughts and feelings.</p> <p>To begin to sing the pitch of a tone sung by another person (pitch match).</p> <p>To begin to play instruments with increasing control to express feelings and ideas.</p> <p>Identifies sounds in the environment.</p>	<p>To take part in pretend play, using an object to represent something else even though they are not similar.</p> <p>To use trial and error to develop understanding of how to build objects.</p> <p>To manipulate basic tools.</p> <p>To begin to explore and use a variety of artistic effects to express feelings and ideas.</p> <p>To further explore colour and colour-mixing.</p> <p>To show different emotions in our artwork e.g. happiness, sadness, fear etc.</p> <p>Identifies which artworks appeal to them.</p>
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Physical Development	Strength	<p>The children will have quick, fun 'movement snacks' during the day help children develop strength.</p> <p>Encourage children to act out stories e.g. moving like animals.</p> <p>Encourage children to move in different ways between activities that develop strength such as jumping, crawling, slithering etc.</p>	<p>Children will be provided with large buckets for them to fill with water or sand to then carry around (in a safe environment).</p> <p>Encourage children to take their weight on different body parts e.g. on hands and knees, can lift up one foot or hand at a time.</p> <p>Hangs on a bar using hands.</p> <p>Picking up objects from the floor.</p> <p>Pushing tyres along the ground.</p> <p>Jumping with two feet.</p> <p>Passing a balloon from hands to feet and back again while lying on back.</p>
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	Fine motor	<p>To start eating independently</p> <p>To build towers with blocks</p>	<p>To begin to use onehanded tools and equipment e.g. making snips in paper with scissors.</p>	<p>To begin to choose the right resources to carry out a plan e.g. choosing a spade to enlarge a small hole dug with a trowel.</p> <p>To eat independently and learn how to use a knife and fork.</p>	<p>To begin to use a comfortable grip with good control when holding pens and pencils.</p>	<p>To use one-handed tools and equipment e.g. making snips in paper with scissors.</p> <p>To paint with a crayon or brush.</p> <p>To copy circle.</p>	<p>To show a preference for a dominant hand.</p> <p>To hold a pencil with fingers in proper position.</p> <p>To thread large beads onto lace.</p>
Physical Development	Gross motor	<p>To begin to develop own movement e.g. balancing, riding trikes and ball skills.</p> <p>To begin to use large movements to wave flags and streamers, paint and make marks.</p> <p>To begin to match developing physical skills to tasks and activities in the setting e.g. crawl, walk or run.</p>	<p>To begin to independently get dressed and undressed e.g. putting on own coat.</p> <p>To begin to go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>To begin to remember sequences and patterns of movements which are related to music and rhythm.</p> <p>To use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>To continue to develop our movement e.g balancing, riding bikes and ball skills.</p> <p>To begin to skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>To begin to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>To start taking part in some group activities which we make up for ourselves, or in teams.</p> <p>To match developing physical skills to tasks and activities in the setting e.g. crawl, walk or run across a plank.</p> <p>To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>To go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>To increasingly use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>To skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>To jump on two feet.</p> <p>To pedal a tricycle.</p> <p>To catch a balloon.</p>

<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. <i>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</i></p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>To begin to become independently meeting our own needs e.g. using the toilet, washing and drying own hands.</p> <p>To begin to make healthy choices about food, drink, activity and toothbrushing</p>						
PSED	<ul style="list-style-type: none"> becoming familiar with first classroom environment and new routines following rules, routines and being aware of boundaries in and around school Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. increasingly follow rules, understanding why they are important. 	<ul style="list-style-type: none"> making new friends and forming positive relationships with familiar adults in school following rules, routines and being aware of boundaries in and around school Risk taking – sparklers 	<ul style="list-style-type: none"> Forming positive friendships Be able to talk about our golden rules Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Do not always need an adult to remind them of a rule 	<ul style="list-style-type: none"> Forming positive friendships Be able to talk about our golden rules 	<ul style="list-style-type: none"> Explain own likes and dislikes Becoming independent in self care Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Develop appropriate ways of being assertive. Talk with others to solve conflicts Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' 	<ul style="list-style-type: none"> Explain own likes and dislikes Becoming independent in self care Using language to express themselves Using the toilet independently Identifies basic character virtues e.g., kindness Knows that money is used to buy things through use of shop role play, visiting local shops etc.
	Self-care needs – building independence to clean and look after themselves, including dressing independently for P.E, cleaning teeth, eating healthy foods					
RE Festivals	Harvest Festival	Halloween Diwali Bonfire Night Remembrance Christmas	Valentine's Day Shrove Tuesday Mother's Day Lunar new year	Easter	Ramadan Eid	Father's Day

Events	Stay and Plays Library Autumn walk Healthy Eating Week	Visits from community helpers (fire, police, soldier) Pantomime Nativity performance Nursery Rhyme Week Children in Need	Visit to the shops Spring walk Safari Stu visit	Growing sunflowers and vegetables Tree Planting Sponsored Bounce	Pond dipping Swimming lessons Summer Walk CORONATION	Sports Day Transitions to school Graduation Party
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Reception Curriculum Overview 2023 - 24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	All About Me! (Ourselves)	Toys	Animals	Growing and Spring	Adventurers	Space
Maths White Rose	<ul style="list-style-type: none"> Transition into Reception Baseline Numbers 1-3 Circles and Triangles Comparing Size 	<ul style="list-style-type: none"> Language of Time (Night and Day) Numbers 1 – 5 Shapes with 4 sides Zero One More/Less Number bonds within 5 Comparing Mass Comparing Capacity Spatial Reasoning (Match, Rotate, Manipulate) 	<ul style="list-style-type: none"> Time 6, 7, 8 Even and Odd Combining 2 Groups Length and Height Spatial Reasoning (Compose and Decompose) 	<ul style="list-style-type: none"> 9 and 10 Bonds to 10 Adding More Taking Away 3-D Shape Patterns 	<ul style="list-style-type: none"> Building and Counting Numbers Beyond 10 Doubling Sharing and Grouping Even and Odd Spatial Reasoning (Visualise and Build) 	<ul style="list-style-type: none"> Consolidating understanding Patterns and Relationships Spatial Reasoning (Mapping)
Daily routines: Self-registration (10-frames), calendar, visual timetable, book voting, sticker charts (10-frames)						
Continuous Provision - Practise taught skills, use and apply taught skills in real-life situations, use message centres to create secret symbols/passcodes to make things happen, read passcodes left by Adventure Island characters, complete puzzles, "What can you see, how do you see it?"						
Story/song time: Practise taught skills, "What do you notice?", "What can you see, how do you see it?"						

KEY TEXTS for writing	Where the Wild Things Are Bringing the Rain to Kapiti Plain Anansi Outcomes: Labels and Captions Oral Re-telling Call-and-response poems Simple explanations Descriptive posters	Look Up I am Henry Finch Halibut Jackson Outcomes: Oral Re-telling Diaries Lists Commands Letters	The Magic Paintbrush Little Red Super Milly and the Super School Day Outcomes: Signs and labels Captions Invitations Letters	The Tiny Seed I will not Ever Never Eat a Tomato The Extraordinary Gardner Outcomes: Lists Labels and captions Re-telling Narratives Letters Instructions	Weirdo Hairy Maclary from Donaldson's Diary The Night Pirates Outcomes: Labels and captions Re-telling Narratives Character description Leaflets Letters	So Much Oi! Frog Izzy Gizmo Outcomes: Signs Labels and captions Questions Lists Letters Rhyming flipbooks
Writing	<p>The Writing Seeds (Literacy Tree) cover the EYFS statements and promote progress in these across the academic year. Each Writing Seed has clear learning outcomes planned to ensure that pupils have the opportunity to practice key skills, in writing and reading, gaining confidence and competence. The Little Wandle Phonics are further consolidated during these sessions.</p> <p>Handwriting: We understand the importance of building the children's strength, gross motor and fine motor skills to support with handwriting. The children will participate in physical activities making/ forming shapes before progressing onto formalised handwriting- we follow penpals letter formation.</p>					

<p>Making marks with a purpose.</p> <p>Producing some letter-like forms.</p> <p>Drawing a picture of themselves or their family and having a go at writing their name independently or copy it from a name card.</p> <p>Writing patterns in sand/paint etc using a range of tools eg finger, pencil, paintbrush.</p> <p>Dominant hand or tripod grip Giving meaning to marks or patterns on paper explaining to an adult what they have written.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy</p>	<p>Writing initial sounds in phonics and using these to label pictures etc Captions, lists, diagrams, message centre.</p> <p>Sequencing a story orally or using initially sounds and pictures.</p> <p>Name writing - Write some or all of their name, using name cards for support.</p> <p>Support children to identify the phoneme/grapheme that they need for their writing.</p> <p>Experiencing different kinds of writing e.g. writing a list, greeting card, instructions etc.</p>	<p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greeting cards, tickets etc.</p> <p>Segmenting CVC words that they need in their writing. Independently writing some of the phase 2 tricky words, I, no, go, to, the, or using a word mat to spell them correctly.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p>	<p>Showing an interest in creating their own stories and books with images and sometimes words, in print and digital format.</p> <p>Using their developing phonic/grapheme correspondence knowledge in a range of writing genres labels, captions, story maps and simple sentences.</p> <p>Beginning to form letters correctly as they write, using the letter families to support their knowledge.</p> <p>Breaks the flow of speech into words.</p>	<p>Writes clearly identifiable letters, many of which are formed correctly.</p> <p>Beginning to spell known tricky (key) words correctly and irregular words are phonetically plausible.</p> <p>Children are able to read their own writing to an adult or peer.</p> <p>Retell a story in their own words or make up one of their own.</p> <p>Write their story in their own little book. Aware of and may use some punctuation independently but not necessarily correctly eg finger spaces, capital letters and full stops.</p>	<p>ELG: Writing</p> <p>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>Vocabulary: core strength, letters, long, midline crossing, purpose, round, sentences, shoulder strength, tripod grip, vertical, words</p>					

Reading	Word Reading	Phonics- Little Wandle Reading- initial sounds oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children read sounds speedily to make sound blending easier. Listen to children read aloud ensuring books are consistent with their developing phonics knowledge.	Phonics- Little Wandle Reading- blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Model how to touch each finger for each sound when blending/ segmenting support to identify the part of a tricky word that is tricky to read/spell	Phonics- Little Wandle Reading- rhyming strings, common themes in traditional tales, identify characters and settings. Help children become familiar with letter groups such as th, sh, ch, ee. Read words containing these such as chin, shop, feet etc	Phonics- Little Wandle Reading-story structure beginning, middle and end and retelling stories to an audience Listen to children reading some longer words listening to letter- sound correspondences they know, rabbit, himself	Phonics- Little Wandle Reading-Non-fiction texts, internal blending. Naming Letters of the alphabet. Distinguishing capital letters and lower-case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught- do, said etc	Phonics- Little Wandle ELG- 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.
	Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story or rhyme, Understands the five key concepts about print: print has meaning-print can have different purposes- we read English from left to right and top to bottom- naming the parts of a book. Sequencing familiar stories through the use of pictures. Engage in extended conversations about stories and learning new vocabulary	Retell stories related to events through acting/role play. Retelling stories using images/apps/ Makaton actions to retell the story. Narrating small world play stories or scenarios. Sequencing familiar stories through the use of pictures. Begin to identify familiar graphemes and corresponding sounds in text Enjoys an increasing range of books	Making up stories with themselves or peers as the main characters. Record their stories through pictures/drawing or mark making. Read simple phrases and sentences made up of words with known letter sound correspondences and where necessary read a few tricky words. Beginning to use nonfiction books linked to topic or interests as a source of new information.	Enjoy a wide range of genres. Re-read stories to build up their confidence in word reading, their fluency and their understanding and enjoyment. Use vocabulary and forms of speech that are increasingly influenced by their experiences of stories and books. Begin to develop their own narratives and explanations by connecting ideas or events. Sequencing a story – use vocabulary of beginning, middle and end.	Retell a story with actions and/or picture prompts as part of a group. Use story language when acting out a narrative. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	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.
	Vocabulary: author, book, letter, page, print, sound, text, title, vocabulary, word						
Nursery Rhymes to be taught throughout the year helping children to become familiar with words and sounds.							

<p style="text-align: center;"><i>Ongoing provision throughout the year</i></p>	<p>Phonological awareness Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds.</p> <p>Continuous Provision Use message centres to create secret symbols/sounds/words/phrases/sentences to make things happen, read messages left by Adventure Island characters, write messages to Adventure Island characters, engage in and talk about books, retell stories and create their own. Hide magnetic letters in the sand, ask children to dig up the letters and say the sound. Hide common sight words in the water and sand areas for children to fish out or uncover.</p> <p>Story/song time Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs. Read books with lots of rhyme, encourage children to start joining in with the rhymes.</p>
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The Grove Primary School

<p>Welcoming children and families into the setting.</p> <p>Making friends and learning their names.</p> <p>Children talking about themselves and their families.</p> <p>Children talking about experiences that are familiar to them.</p> <p>Modelling sentence starters Model talk routines through the day eg "Good morning" when arriving at school in the morning.</p> <p>Developing story language "once upon a time"...</p> <ul style="list-style-type: none"> Chats confidently to familiar adults. 	<p>Settling back in activities.</p> <p>Developing vocabulary. Joining in with repeated refrains. Developing story language Discussing</p> <p>favourite activities/stories.</p> <p>Understand how to listen carefully and know why it is important.</p> <p>Following instructions Taking part in small group discussions.</p> <p>Beginning to use new vocabulary throughout the day.</p> <p>Children initiating conversation with their peers, learning how to take turns in conversation.</p> <p>Discuss their favourite toy and why, what do they like about etc.</p> <ul style="list-style-type: none"> Understands prepositions, under, on top etc. 	<p>Beginning to use some of the new language learned.</p> <p>Asking why questions and responds to how questions.</p> <p>Retelling key parts of a story.</p> <p>Beginning to use familiar stories in role play. Ask questions to find out more information.</p> <p>Describe events in some detail. Learn rhymes, songs and poems and begin to join in when sung in a group.</p> <p>Make up their own stories based on familiar experiences.</p> <p>Children confidently engage in a two way dialogue</p>	<p>Talking through difficulties or problems.</p> <p>Describe events in more detail – using some time connectives.</p> <p>Understand how to listen to others and why it is important.</p> <p>Beginning to make up songs or rhymes of their own.</p> <p>Use an increasing range of vocabulary in their interactions with others.</p> <p>Sustained focus when listening to a story and beginning to ask linked questions.</p> <p>Responds to instructions with more elements.</p> <ul style="list-style-type: none"> Uses language to imagine or recreate roles. 	<p>Confidently explaining to an adult what has gone wrong.</p> <p>Discovering a passion for activities, stories and learning.</p> <p>Children 'reading' familiar stories to themselves or peers.</p> <p>Recalling the story from memory or using illustrations to 'tell' the story.</p> <p>Re-read books frequently so they develop the language necessary to talk about what is happening in each illustration and relate it to their own lives/experiences.</p> <ul style="list-style-type: none"> Share non-fiction books to expand their knowledge Shows variability in listening behaviour. 	<p>ELG: Listening, Attention and Understanding</p> <p>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>ELG: 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, nonfiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<p>Circle Time Listen attentively to others, speak clearly to explain ideas, thoughts and feelings</p>					
<p>Continuous provision - Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own</p>					
<p>Story/song time Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs</p>					

UTW	History	<p>Investigating and interpreting the past: Children will spend time talking about photos and memories of events in their own lives and the lives of family members. Children will be invited to bring in pictures of when they were babies and discuss about how they have changed since they were a baby. Encourage to order/timeline in plausible chronological order.</p>	<p>Building an overview of the past: Children will compare modern/old objects - bring in their own toy and discuss similarities and differences with parents'/Grandparent s' toys. Talk about the lives of the people around them and their roles in society. Children will begin to ask questions about artefacts, suggesting what they might be used for. (<i>Old toys/technology</i>)</p>	<p>Understanding chronology: Children will begin to explore the passage of time in familiar scenarios: seasons birthdays, local festivals, familiar routines and stories.</p> <p>Children will:</p> <ul style="list-style-type: none"> • sequence a life cycle/stages of growth of a plant/animal • make observations of animals and plants and explain why some changes occur and discuss changes • Create a festival timeline 	<p>Learning from history: Children will discuss the Moon landing and the life of Neil Armstrong and the other astronauts who landed on the moon with him. They will consider how their lives are different from the lives of people in the past.</p> <p>Communicating historically: Certain words and phrases can be used to express historical understanding. Encourage children to use expressions like 'once upon a time', 'then and now', 'a long time ago', 'when I grow up'.</p>
	<p>Vocabulary: after, before, first, I think... because, last week, new, old, second, today, tomorrow, yesterday</p>				

Geography	<p>Investigating places: Children will learn to describe where places are and what they notice about them.</p> <ul style="list-style-type: none"> • exploring school ground • naming/ locating parts of the school e.g office, forest school, playground <p>Children will explore maps and photographs of their local area, children will discuss what they can see. Children will relate to and discuss about family members who may live in different countries or holidays they have been on.</p> <ul style="list-style-type: none"> • recognise features of school/local area • express their opinions on natural and built environments. • Talk about a range of real maps, globes and maps/plans/aerial views of the classroom/school • They notice and recognising buildings, roads and other simple features 	<p>Investigating places: Children will draw information from a simple map and follow a simple map of the school.</p> <p>Children draw and create their own maps using real objects, and pictures/ symbols. Including story maps</p> <p>Children will use construction toys to create a model of their of school. Children will be encouraged to use geographical vocabulary to describe the environment they create.</p>	<p>Investigating patterns: Children will be able to see where their country is in the world in relation to others, using globes, world maps etc. Introduce children to less familiar environments such as coastal environments.</p> <p>Investigating the impact of Geographical processes Understand the effect of changing weather/ seasons on the natural world around them.</p> <ul style="list-style-type: none"> • recognise some similarities and differences between life/ environments in this country and other countries • Find Africa on map, compare and say what is the same/different about a countries physical or human geography • Compare jungle and polar regions <p>Investigating the impact of Geographical processes (Spring Walks) Understand the effect of changing weather/seasons on the natural world around them.</p>	<p>Geographical enquiry and interpretation: <i>Linking to islands (Where the Wild Things Are/Grandad's Island)</i></p> <ul style="list-style-type: none"> • Find land and sea on a map • Follow simple directions with a small, programmable toy <p>Communicating geographically: This involves children developing knowledge of geographical representations, such as maps, and learning to use geographical terminology. Children will:</p> <ul style="list-style-type: none"> • Create environments out of different materials such as a desert in the sand, an ocean in the water etc. • Children will use geographical terminology to discuss key features and describe the environments they created.
	<p>Vocabulary: beach, church, cinema, desert, globe, hill, map, mosque, mountain, railway, rainforest, river, road, supermarket</p>			

	Ecology	<p>Encourage children to talk about how being outside makes them feel.</p> <p>Children will look closely at things in nature: animals and plants and talks about what they have seen.</p> <p>Children will learn that we need to take care of materials e.g. putting things away properly.</p>	<p>Children will learn that plants and animals need water and animals need food.</p> <p>Shows concern for living things e.g. is careful to not damage plants.</p> <p>Children will:</p> <ul style="list-style-type: none"> Plant, label, water and weed the class garden (outside area) 	<p>Children will learn about nature and how it sustains us. Children will learn the important of looking after it.</p> <p>Children will show an understanding of how they might have an impact on the environment.</p> <p>Children will:</p> <ul style="list-style-type: none"> Make a wormery (outside area) and discover why worms are important.
<p>Vocabulary: animals, community, empathy, environment, natural, plants, responsibility, take care</p>				
	Design and technology	<p>Mastering practical skills: Children will experiment with a range of techniques to improve their practical skills.</p> <p>Children will explore a range of everyday objects and talk about the similarities and differences between them.</p> <p>Making/Sculpture:</p> <ul style="list-style-type: none"> mould and create simple shapes with malleable materials, e.g. dough joins items with glue or tape builds models which replicate those in real life, using a variety of resources – loose part play, junk modelling 	<p>Designing and making: Children will come up with some design ideas (think), test them out (make), evaluate (break) and improve (repeat).</p> <p>Children will draw out/ design what they are going to build first and select the appropriate tools.</p> <p>Children will build a structure for an animal of their choice to live in using boxes and a range of materials available.</p>	<p>Taking inspiration from products: Children will be encouraged to be curious about how products are made, taking them apart and rebuilding.</p> <p>Children will explore equipment used by adventurers such as compasses, torches etc.</p>
<p>Vocabulary: architecture, break, design, join, make, materials, measure, properties, repeat, speed, stability, test, think</p>				

	Science	<p>Scientific enquiry: This is the process used to find out about the world. The children will be given a sensory rich environment both indoors and outdoors to observe. The children will observe objects which engage all the senses: rough, knobbly, smooth, smelly, sweet, sour etc. Children will be provided with a range of tools: magnifying glasses, cameras, microscopes etc. Children will label, sort and classify.</p>	<p>Animals including humans (biology): Children will learn about the different parts of our body, including teeth. Children will learn about the senses and have the opportunity to touch, smell and hear the natural world around them.</p> <p>Materials (chemistry): Children will investigate the properties of different materials including floating/sinking. They will also explore materials in different states, and the change in materials from one state to another by freezing water, melting ice and combining different ingredients to make their own playdough. They will describe and comment on what they observe.</p> <p>Forces (physics): Children will be introduced to magnets. They will explore which objects/ materials are magnetic.</p> <p>Seasonal Changes (physics): Children will explore the seasonal changes in the school grounds/local area. They will have the opportunity to observe closely through a variety of means, including magnifying natural objects, reading books and looking at photographs.</p>	<p>Weather (physics): Children will observe and describe daily weather patterns.</p> <p>Animals (biology): Children will learn about the different categories of animals, and begin to categorise, group and compare animals (including nocturnal animals).</p> <p>Plants (biology): Children will be introduced to the lifecycle of a plant. They will plant their own bean/sun flower seed and explore what plants need to grow and stay healthy. They will explore how they can look after the natural world, making links to recycling.</p> <p>Seasonal Changes (physics): Children will explore the seasonal changes in the school grounds/local area from Winter to Spring and growth over time. (Spring Walk)</p> <p>Materials (chemistry): Children will explore change in materials from one state to another by combining different ingredients to make bread.</p>	<p>Weather (physics): Children will observe and describe daily weather patterns.</p> <p>Animals (biology): Children will learn about and observe the lifecycle of a tadpole/ frog/ and caterpillar/butterfly. They will also name and describe a range of minibeasts that can be found in the school grounds. They will begin to categorise and compare animals by habitat.</p> <p>Light and Dark (physics): Children will explore different sources of light. They will experiment with shadow play, learning how a shadow is made and how it can be changed. They will explore making shadows with a range of different materials including simple shadow puppets.</p> <p>Plants (biology): Children will continue to look after their sunflowers/beans. As the weather becomes warmer, children will care for the plants in our outside area by watering them regularly.</p> <p>Electricity (physics): - Children will explore how to make programmable toys and torches work.</p> <p>Materials (chemistry): Children will explore dissolving and mixing with sugar in water and squash and water.</p>
<p>Vocabulary: animal, check, describe, explain, hypothesise, material, observe, plant, predict, pull, push, seasons, weather</p>					

<p style="text-align: center;">EAD</p>	<p style="text-align: center;">Creating with Materials (Visual Arts)</p>	<p>Artist Study: Kandinsky, Jackson Pollock, Henri Matisse</p> <p>Drawing and Painting: (Self-portraits) Kandinsky - concentric circles Jackson Pollock – drip/splatter paintings</p> <ul style="list-style-type: none"> hold and control a variety of media and use them to make and repeat various marks and lines experience drawing and painting on a range of surfaces and scales <p>Print making: (Leaf rubbings, Poppy printing)</p> <ul style="list-style-type: none"> make rubbings from textured surfaces make a range of other prints <p>Collage: (Henri Matisse)</p> <ul style="list-style-type: none"> hold scissors and cut a range of materials adds material to develop model e.g paper, straws <p>Textiles:</p> <ul style="list-style-type: none"> colour matching hold scissors and cut fabrics and threads handling and manipulating a wide range of fabrics and threads to cover dolls, thread beads etc <p>Role Play:</p> <ul style="list-style-type: none"> developing storylines in their play Create collaboratively sharing resources and skills 	<p>Artist Study: Paul Klee, Rousseau</p> <p>Drawing and Painting: (Observational drawing of a plant)</p> <ul style="list-style-type: none"> make drawings and paintings, from observation, experience and imagination, of a wide range of subjects add black/white paint to alter tint/shade <p>Print making: (Block printing – Paul Klee Castle and the Sun)</p> <ul style="list-style-type: none"> recognise pattern in natural and man-made objects experiment with a range of printing methods <p>Collage: (Rousseau - Tiger in a Tropical Storm)</p> <ul style="list-style-type: none"> classify materials into textures and colours work on group and individual collages by cutting and using materials and by sticking similar objects together to create new textures <p>Textiles: (link to collage)</p> <ul style="list-style-type: none"> collect and classify fabrics and threads into colours and different textures use a needle and thread for a simple running stitch <p>Role Play:</p> <ul style="list-style-type: none"> use experiences and learnt stories to develop storylines enhance small world play with simple resources 	<p>Artist Study: Van Gogh, Andy Goldsworthy</p> <p>Drawing and Painting:</p> <ul style="list-style-type: none"> draw/paint lines of varying thickness using dots and lines for pattern/texture. Use a variety of brushes and tools describe people, objects and places using simple art specific language especially related to colour and shape <p>Print making: (Transient art/patterns in style of Andy Goldsworthy)</p> <ul style="list-style-type: none"> prints using objects to make pictures, patterns and/or textures <p>Making/Sculpture: (Volcanoes)</p> <ul style="list-style-type: none"> model with malleable materials e.g. clay use a variety of techniques and shapes to sculpt <p>Collage:</p> <ul style="list-style-type: none"> Joins items with have been cut, torn or glued Join items in a variety of ways – sellotape, masking tape, string, ribbon <p>Textiles: (Alien hand puppets, Superhero Capes)</p> <ul style="list-style-type: none"> handling and manipulating fabric, thread and needles with support for sewing felt using fabrics to make simple puppets, capes for ‘Supertato’ <p>Role Play:</p> <ul style="list-style-type: none"> use imagination to develop own storylines enhance with resources that they pretend are something else
		<p>Vocabulary: artist, collage, colour, comment, draw, feelings, materials, mixing, observe, paint, print, sculpt, technique, tools</p>		

	Being Imaginative and Expressive (Music)	<p>Children will:</p> <ul style="list-style-type: none"> selects own instruments and begins to play in time to a simple beat. talks about how music makes them feel Listens to a range of music throughout the day Describes the quality of a sounds as loud, quiet, long, short etc. Can sing a whole song with others 	<p>Children will:</p> <ul style="list-style-type: none"> selects own instruments and plays them in time to music. knows how to use a wide variety of instruments. understands emotion through music and can identify if music is 'happy', 'scary' or 'sad' 	<p>Children will:</p> <ul style="list-style-type: none"> beginning to write own compositions using symbols, pictures or patterns able to name a wide variety of instruments can change the tempo and dynamics whilst playing can describe changes within a piece of music have some pitch control and rhythmic accuracy
<p>Vocabulary: beat, dynamics, genre, instrument, melodic shape, melody, pitch, rhythm, structure, tempo, texture, timbre</p>				
	Being Imaginative and Expressive (Dancing)	<p>Children will:</p> <ul style="list-style-type: none"> Move in a variety of different ways Move to different musical rhythms and tempos Copy movements shown by a teacher replicates dances and performances 	<p>Children will:</p> <ul style="list-style-type: none"> learns longer dance routines, matching pace Demonstrate different emotions through facial expressions and gestures Respond to music from other cultures with different ways of moving 	<p>Children will:</p> <ul style="list-style-type: none"> begin to improvise independently to create a simple dance demonstrates fluency when moving in a variety of ways Describes how dancing or watching dance makes them feel Enjoys dancing to music from different cultures
<p>Vocabulary: angry, dance, expression, feelings, happy, music, sad, stimulus</p>				
	Ongoing provision throughout	Story/song time Sing a range of songs/nursery rhymes, understand the structure of stories		
		Continuous Provision: Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play		
Physical Development	Strength	<p>Strength will develop naturally as children move, play and carry objects. We will include regular movement breaks to ensure development including: lifting up body parts, picking up objects, rolling objects, jumping, passing etc.</p> <p>Vocabulary: muscles, pull, push, rest, squeeze, strong</p>		

Fine Motor	<p>Threading, cutting, weaving, playdough and other malleable materials and fine motor activities.</p> <p>Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements both on a large and small scale.</p> <p>Hold pencil/paintbrush beyond whole hand grasp Pencil grip.</p> <p>Fastening buttons and zips.</p>	<p>Use tools to effect change to a range of materials. Show preference for dominant hand.</p> <p>Children engage in adult led, structured activities: that guide them in what to draw, write or copy. Copying the capital letters O, V and H.</p> <p>Teach and model correct letter formation- children to practise this and encouraged to have a go.</p> <p>Drawing a person with head, legs, body, arms and fingers.</p>	<p>Engage in fine motor activities independently.</p> <p>Children engage in adult led, structured activities: that guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation- children to practise this and encouraged to have a go</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Beginning to form some letters correctly eg those in their name, Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Draw freely and independently. Holding/picking up small items- with pincer grip.</p>	<p>Develop pencil grip and letter formation consistently. Use one hand consistently for fine motor tasks.</p> <p>Cut along a straight line with scissors. Develop the foundations of a handwriting style Which is fast, Accurate and efficient.</p> <p>Threading large needles and stitching real stitches.</p> <p>Copying the capital letters V, T, H, O, X, L, A, C, U and Y.</p>	<p>ELG: Fine Motor Skills</p> <p>Hold a pencil Effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing</p>
<p>Vocabulary: accuracy, build, control, cut, draw, grasp, join, paint, stack, texture</p>						
Gross Motor	<p>Co-operation games ie parachute games. Explore different ways of moving, running, hopping, skipping, and climbing.</p> <p>Children supported to develop good personal hygiene.</p> <p>Still needs regular reminders about thorough handwashing and toileting.</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely.</p> <p>Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical activities.</p> <p>Use a range of wheeled resources independently to balance, sit or ride on, or push and pull- balance bikes, wheelbarrows, pushchairs etc.</p>	<p>Develop ball skills, dribbling, pushing, throwing and catching, patting or kicking.</p> <p>Explore activities and space with varying confidence.</p> <ul style="list-style-type: none"> Developing precision and accuracy when beginning and ending movements 	<p>Move with confidence both on equipment and when travelling at speed around the setting eg negotiating space when running.</p> <p>Use resources to explain the importance of the different aspects of a healthy lifestyle.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Engage in highly active games and activities and get out of breath several times every day.</p> <p>Combine different movements with ease and fluency</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
<p>Vocabulary: climb, gallop, hit, hop, jump, kick, run, skip, throw</p>						
<p>Lunch time Hold and use a knife and fork correctly, understand about healthy eating</p>						
<p>Finger Gym/ Dough Disco - Daily movement to music activity to help develop all the children’s pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term</p>						
<p>Continuous Provision - Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills</p>						

PSED	Jigsaw PSED unit: becoming familiar with a new classroom environment and new routines	Jigsaw PSED unit: Celebrating Difference	Jigsaw PSED unit: Dreams and Goals	Jigsaw PSED unit: Healthy Me	Jigsaw PSED unit:	Jigsaw PSED unit: Changing Me
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The Grove Primary School

	<p>Becoming me: Learning to recognise basic character virtues and finding opportunities to use them.</p> <p>Learning persistence and some emotional control.</p> <p>Learning to cope with delays in having needs met.</p> <p>Managing self: learn to manage their needs including dressing, eating and drinking, washing and toileting.</p> <p>Vocabulary: Choose, conflict, emotions, fair, feelings, help, manners, rules, share, sorry</p>	<p>Becoming me: Learn the importance of being healthy, including physical activity, diet and sleep.</p> <p>Mental health: identify feelings-what different type of emotions we feel.</p> <p>Why do we feel certain feelings/emotions. How they make us act and how we can influence them.</p> <p>Vocabulary: Choose, conflict, emotions, fair, feelings, help, manners, rules, share, sorry</p>	<p>Becoming a friend: Understand that everyone is different and special.</p> <p>Identify what makes us special and unique.</p> <p>Celebrate the differences between us.</p> <p>Understand the concept of a friend.</p> <p>Vocabulary: Conflict, different, friend, kind, listen, special, talk</p>	<p>Becoming a citizen: Learning about the world we live in and how we take responsibility for protecting it.</p> <p>How can we protect our environment.</p> <p>How can we protect animals.</p> <p>Vocabulary: Environment, look after, planet, recycle, responsibility, world</p>	<p>Becoming a citizen: Learn how to take responsibility for our actions.</p> <p>Learn how to follow rules in different situations.</p> <p>Learn what is meant by economic well-being.</p> <p>Understand money, where it comes from and how it is used.</p> <p>Vocabulary: Collaborate, democracy, job, money, responsibility, save, spend, world</p>	<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>ELG: 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>ELG: 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>
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RE	Please see RE overview as the curriculum is being reorganised linked to the change in the Agree Syllabus from Cambridgeshire.					
Key Festivals	Harvest	Bonfire Night Remembrance Christmas	Valentine's Day Shrove Tuesday Mother's Day	Easter		Father's Day
	Halloween	Diwali	Lunar New Year		Ramadan Eid	
Events	Visit to Arbury Court Library Autumn walk	Visit to Church of the Good Shepard Nativity performance	Visit to the shops Visit to Shepreth Wildlife Park Spring walk	Growing sunflowers and vegetables Balanceability sessions	Pond dipping Whole school Eid celebrations Swimming lessons Summer Walk	Visit to the shops Sports Day Transition