

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	All About My Family and Community	All About my Town	All About my Country	All About my Continent	All About my World
Summary	Focusing out learning around how unique and special we are. Talking about our likes and dislikes, what we look like and our feelings.	Focusing out learning around our families and our community. Talking about different families, how to treat others, how we celebrate special times with our families and friends.	Focusing our learning about the area we live in. Looking at the people that live here, the environment we live in and how this is different to where other people live.	Focusing our learning about the country we live in. Finding our country on a map, talking about our environment, weather and climate as well as culture compared to other countries.	Focusing our learning about Europe. Looking at it on a map and looking at the variety of countries within it. Talking about different cultures, environments and habitats.	Focusing our learning around our world. Looking at it on a map and looking at the variety of countries within it. Talking about different cultures, environments and habitats. We will also look at our world in the context of space.
Educational Programme	<p style="text-align: center;"><u>Communication and Language</u></p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
Daily Opportunities	<p style="text-align: center;"><u>What this looks like in our classroom:</u></p> <p>Communication and language are one of the most important parts of the Early Years Foundation Stage as this underpins everything else that we do. Communication and Language is in everything that we do on a daily basis. Below are some examples of how we integrate this into our daily routines.</p> <ul style="list-style-type: none"> - Daily story time (whole class, small group and 1:1). - Daily rhymes, songs, and poems. - Learning new vocabulary through daily Drawing Club and Story Dough sessions (see also Literacy) - Weekly helicopter stories. - Rereading books to build familiarity with new vocabulary. - Engage in non-fiction books as well as stories. - Give children opportunities to put new vocabulary into practice. - Learn a wide variety of songs and rhymes. - Small group opportunities to practice turn taking and conversation. - Language rich opportunities in everyday routines: snack time, tidy up time, taking the register! - Explicitly teach what good listening looks like. - Ensure children feel noticed and valued – children communicate most when they are comfortable. - Use of open questioning and comments 'I wonder...' to elicit further interaction. - Opportunities for stories to take home – developing love of stories. - Use of high-challenge language and prompts. <ul style="list-style-type: none"> o Encouraging children to think out loud, infer, speculate, or predict, explain. - For children needing extra support: Time to Talk Intervention. 					
Educational Programme	<p style="text-align: center;"><u>Personal Social and Emotional</u></p> <p>Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
Daily Opportunities	<p style="text-align: center;"><u>What this looks like in our classroom:</u></p> <ul style="list-style-type: none"> - Build positive, reliable relationships with children and parents to help all feel safe – children learn when they feel loved and secure. - Having challenge in the environment to encourage perseverance and resilience. - Praising effort to encourage a 'Growth Mindset'. - Class rules discussed and made at the start of the year, with the children. - Teaching self-regulation techniques and calming methods. 					

	<ul style="list-style-type: none">- A calm corner for children to use those techniques.- Explicitly teach routines and rules – children know the reasons for and exactly how to follow them.- Embedding good hygiene within our daily routines.- Weekly SCARF PSHE sessions – some adult inputs and some provision-based activities.- Half termly job monitors – taking responsibility.- Reception children follow the behaviour policy and collect stars for showing the school values.- Model support children in developing relationships and managing conflict.					
SCARF	<ul style="list-style-type: none">- Marvellous me- I'm Special- Looking after myself- I can keep trying.- I can do it.- When I was a baby- All about me- What makes me special?- My feelings- My feelings (2)- Listening to my feelings- Bouncing back when things go wrong.- Yes, I Can!	<ul style="list-style-type: none">- People who are special to me.- Me and my friends.- Friends and family.- Looking after others- I'm Special, You're special.- I am caring, I am a friend.- Me and my special people- Looking after my special people, looking after my friends- Being helpful at home and in the classroom.- Seasons	<ul style="list-style-type: none">- Including everyone- People who help me and keep my safe- Same and different- Same and different families- Same and different homes.- Who can help me?- People who help to keep me safe.	<ul style="list-style-type: none">- What does my body need.- Girls, boys, and families- Looking after money- Looking after money (2)- A good night's sleep.- Me and my body- Move your body.	<ul style="list-style-type: none">- Safety indoors and outdoors- What's safe to go into my body.- Safe indoors and outdoors- Keeping safe online- Healthy eating and toothbrushing.- My healthy mind- What's safe to go onto my body.- Keeping myself safe – what's safe to go into my body.	<ul style="list-style-type: none">- Looking after my environment- Growing and changing in nature- Caring for our world- Life stages: humans – who will I be?- Getting bigger- Transition to next stage.

Educational Programme	<p><u>Physical Development</u></p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
	<p><u>What this looks like in our classroom:</u></p> <ul style="list-style-type: none">- Children sit in different ways during story times – tummy, kneeling, sitting, squatting.- Provide opportunities for movement in everyday routines.- Opportunities in the environment for a range of gross and fine motor activities – threading, digging, running, riding bikes, climbing etc.- Weekly Soccer Lion sessions – planned for and delivered by an outside agency.- Large outdoor space to provide ample opportunities for psychical skills.- Encourage independence at lunchtime and for transitions.- Mark making and writing opportunities in all areas of provision.- Daily finger gym activities to build hand strength.- Access to balance bikes, pedal bikes, scooters.- Weekly Forest School sessions.- Yoga sessions offered a few times a week.- Dance and music opportunities daily.- Nursery: Squiggle Whilst Your Wiggle (daily sessions)- Reception: Squiggle me into a Writer (daily sessions)- Nursery: Story Dough Sessions (daily)- Reception: Drawing Club (daily).					
Squiggle	Straight lines up and down, across and crossover. Wiggly line up and down, across and crossover. S A T P I N M D G O C K C K E U	Clockwise and anti-clockwise circles. Humps going over. R H B F (and consolidate previous)	Humps going under, hooks and spirals. J W V X Y Z Q U S H C H T H	Spirals and waves Repeat as necessary	Shapes of eight and zig zags. Repeat as necessary	Repeat as necessary. Repeat as necessary
Educational Programme	<p><u>Literacy</u></p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
	<p><u>What this looks like in our classroom:</u></p> <ul style="list-style-type: none">- Daily story time.- The retelling of favourite stories.- Foster a love of books in the classroom.- Opportunities for children to share books at home.- When reading with children, talking about the pictures to support children in building a 'mental model' of the story.- When reading with children, reference the print they can see – talk about direction of reading, where to start etc.- Learn poems, songs and rhymes.- Weekly guided reading sessions.- Daily phonics lessons- Daily catch-up interventions for children needing extra support in phonics.- Decodable phonics readers available for Reception children.- Access to a diverse range of books.					

	<ul style="list-style-type: none"> - Borrowing books from the library van every two weeks. - Writing in all areas of the environment. - Helicopter stories, where children dictate and then act their own stories – at least weekly. - Reception: Daily Drawing Club sessions – books chosen around children's interests. - Nursery: Daily Story Dough sessions - Following the Squiggle program to support early writing (see also physical) 					
Phonics	<p>Phase 1: A Wet Walk</p> <ul style="list-style-type: none"> - Develop listening skills - Practice oral blending - Practice alliteration - Make sounds with our own voices. <p>Phase 1</p> <ul style="list-style-type: none"> - Consolidate areas not secure in. <p>Phase 2</p> <ul style="list-style-type: none"> - Phonemes: S A T P I N M D G O C K C K E U - Irregular words: and, to - Segmenting and blending CVC words 	<p>Phase 1: All Sorts of Art</p> <ul style="list-style-type: none"> - Awareness of sounds around us - Awareness of rhythm - Initial sounds <p>Phase 2</p> <ul style="list-style-type: none"> - Phonemes: R H B F F F L L L S S - Irregular words: the, no, go, I, into, her. - Segmenting and blending CVC words. 	<p>Phase 1: Nature Shapes</p> <ul style="list-style-type: none"> - Initial sounds - Environmental sounds - Voice sounds - Begin orally blending and segmenting <p>Phase 3</p> <ul style="list-style-type: none"> - Phonemes: J W V X Y Z Z Z Q U C H S H T H N G A I E E - Irregular words: me, be, he, my, by, she, they. - Segmenting and blending CVC words. 	<p>Phase 1: The Missing Button</p> <ul style="list-style-type: none"> - Awareness of sounds - Initial sounds - Rhyming <p>Phase 3</p> <ul style="list-style-type: none"> - Phonemes: IGH OA OO OO AR OR UR OW OI EAR AIR URE ER - Irregular words: we, are, you, all, was, give, live. 	<p>Phase 1: Seed to Sandwich</p> <ul style="list-style-type: none"> - Initial sounds - Oral blending and segmenting <p>Phase 4:</p> <ul style="list-style-type: none"> - No new phonemes - Irregular words: said, have, like, so, do, some, come, were, there, little, one, when, out, what. - Segmenting and blending CVCC, CCVC, CCVCC, CCCVC, CCCVCC words. 	<p>Phase 1: A Day at the Beach</p> <ul style="list-style-type: none"> - Initial sounds - Oral blending and segmenting <p>Phase 4</p> <ul style="list-style-type: none"> - Consolidate learning from the entire year and build fluency in reading.
Writing	<p>Encourage mark making in the environment.</p> <p>Teach posture and hand grip.</p> <p>Name writing</p> <p>Letter formation of lowercase and uppercase S A T P I N M D G O C K C K E U.</p> <p>Look at sentences – learn about the different parts.</p>	<p>Encourage mark making in the environment.</p> <p>Start to write name – a letter at a time.</p> <p>Letter formation of lowercase and uppercase R H B F L</p> <p>Writing CVC words.</p> <p>Orally constructing sentences and holding them in our heads.</p> <p>Orally constructing short sentences.</p>	<p>Encourage mark making in the environment.</p> <p>Name writing– a letter at a time.</p> <p>Letter formation of J W V X Y</p> <p>Writing CVC words</p> <p>Introducing writing dictated caption.</p> <p>Orally constructing sentences and holding them in our heads.</p>	<p>Encourage mark making in the environment.</p> <p>Start to write name – a letter at a time.</p> <p>Writing words containing Phase 3 phonemes.</p> <p>Writing captions independently.</p> <p>Introducing writing dictated sentences.</p> <p>Orally constructing sentences and holding them in our heads.</p>	<p>Encourage mark making in the environment.</p> <p>Start to write name – a letter at a time.</p> <p>Developing independence in writing captions and sentences.</p> <p>Orally constructing sentences and holding them in our heads.</p>	<p>Encourage mark making in the environment.</p> <p>Start to write name – a letter at a time.</p> <p>Writing sentences independently.</p> <p>Writing more than one sentence.</p>
Educational Programme	<p><u>Mathematics</u></p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
Daily Opportunities	<p><u>What this looks like in our classroom:</u></p> <ul style="list-style-type: none"> - Mastering number sessions, focusing on developing mastery of number four times a week. - Enhancements based on previous learning in the environment. - Sessions based around shape, space and measure once a week. - Maths and counting in out daily routines. - Maths games available in provision. 					

	<ul style="list-style-type: none"> - Access to loose parts and objects to encourage exploration and counting. - Games and resources to encourage positional talk. - Use of Numberblocks to support consolidation of previous learning. - Mathematical resources – 10s frames, die, number lines available in provision. - Importance of pattern highlighted in games, resources and environment. - Daily number talk 					
Mastering Number	Subitising – within 3 Subitising – objects and sounds Counting, ordinality, cardinality – counting skills. Counting, ordinality, cardinality – the fiveness of five. Composition – explore how all numbers are made of 1s Comparison – compare sets just by looking	Subitising – within 5 on die patterns Subitising – Match numerals to quantities with 5. Counting, ordinality, cardinality – object counting skills Counting, ordinality, cardinality – matching numerals to quantity within 10 Counting, ordinality, cardinality - Verbal counting beyond 20 Counting, ordinality, cardinality – Ordinality and the staircase pattern Counting, ordinality, cardinality- see that a number is one more than the previous. Composition – concept of whole and part. Composition – Composition of 3, 4 and 5. Comparison – match sets	Subitising – Match numerals to quantities with 5. Counting, ordinality, cardinality – staircase pattern and ordering numbers. Composition – focus on 5, 6 and 7 Composition – compare sets and make unequal sets equal. Comparison – focus on ordering numbers to 8. Comparison – use language of less than	Subitising – to 6. Counting, ordinality, cardinality – counting larger sets and things that can't be seen. Composition – focus on 7 Composition – doubles, numbers being made with two equal parts. Composition – attributes of odds and evens.	Composition – 5 and a bit Composition – of 10. Comparison – linked to ordinality. Lots of recap and consolidation	Assessment, recap and consolidation.
Shape Space and Measure sessions	Match, sort and compare. Explore and create simple patterns	Revisit shapes – circles, triangled and shapes with four sides. Comparing size, mass, and capacity.	Revisit mass and capacity Revisit length, height and time.	Revisit length, height and time. Explore 3D shapes	Manipulate, compose and decompose shapes.	Visualise, build and map
Nursery maths sessions	Matching and sorting – colours, sizes, shapes Pattern – recognise AB patterns and extend.	Height and Length – long, short, tall, small. Capacity – full, empty.	Positional language – in front, behind, on top. Comparing amount – more, fewer.	Shapes – names of 2D shapes. Sequencing – after, before.	Focus on numbers – counting, recognising, writing, subitising. Focus on 1 Focus on 2 Focus on 3	Focus on 4 Focus on 5. Counting to 10
Educational Programme	<p style="text-align: center;"><u>Understanding the World</u></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension</p>					
Daily Opportunities	<p style="text-align: center;"><u>What this looks like in our classroom:</u></p> <ul style="list-style-type: none"> - Access to a range of diverse books covering a wide range of topics, both fiction and non-fiction. - Real life experiences: animal visits, visits from occupations, real life objects to explore. - Weekly Forest School sessions. - Discussion in daily routines – morning calendar looking at weather and seasons. - A learning journey display that documents our time in Hedgehogs. - Using real life celebrations to explore other cultures and religions. 					

	<ul style="list-style-type: none">- Weekly RE sessions.- Creating and using maps
Educational Programme	<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.</p> <p style="text-align: center;">The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe</p>
Daily Opportunities	<p style="text-align: center;"><u>What this looks like in our classroom:</u></p> <ul style="list-style-type: none">- Encouraging pretend play with real home experiences and resources.- A good selection of high-quality texts and songs.- Open ended resources that can be used to anything – boxes, small parts, material.- Access to a wide variety of resources to enable crafting, all resources are self service to develop independence.- Helicopter stories to encourage role playing and acting out narratives.- We have weekly adult led art activities based on the EYFS curriculum from Access Art (Reception and Nursery follow the same activities, with adaptations and expectations being different)- Singing songs and rhymes all year.- Weekly forest school sessions – use of tools and different materials for creation.
Access Art Skills	<p>Skills being taught across the year</p> <ul style="list-style-type: none">- Colour recognition- Colour mixing- Exploring line- Mark making- Exploring shape- Modelling- Hand eye coordination- Dexterity- Fine motor skills- Nurture curiosity- Open mindsets- Creating narrative- Visual literacy- Reflecting and talking.