











THE EARLY YEARS FOUNDATION STAGE AT HAZEL LEYS ACADEMY



VALUES	  
INTENT	<p>At Hazel Leys Academy, we aim to provide all pupils with a well-sequenced, knowledge-rich curriculum, centered around a stimulating and inclusive educational environment in which everyone feels safe, respected, and supported to grow and develop to their full potential. Our school's vision is to ignite the spark of curiosity in every child. We want to make them excited about learning new things and discovering the world around them.</p> <p>We encourage them to aspire to great heights, to dream big and believe in themselves. With hard work and dedication, we believe they can achieve anything they set their minds to and become exceptional contributors to their communities. Together, we can ignite, aspire, and achieve amazing things!</p> <ul style="list-style-type: none"> • Ignite. We ignite passions. • Aspire. We inspire aspirations. • Achieve. We achieve greatness. <p>The principles of our knowledge-rich curriculum are:</p> <ul style="list-style-type: none"> • Knowledge is valued and specified • Knowledge is well-sequenced • Knowledge is taught to be remembered <p>The content in our curriculum has been carefully chosen by subject experts and has been sequenced in a meaningful way that enables children to make connections and progress from unit to unit, term to term and year to year, supported by additional schemes of work such as Charanga, Purple Mash, Jigsaw and Primary Languages.</p>    
SKILLS FOR LIFE	<p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Problem Solving 4. Creativity 5. Staying Positive 6. Aiming High 7. Leadership 8. Teamwork 

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HAZEL LEYS ACADEMY CURRICULUM INTENT

OVERVIEW

Across our Early Years at Hazel Leys Academy, we cherish childhood and want ALL children to be happy, to enjoy school and love their learning! We strive to create an engaging and practical learning environment that fulfils all areas of the Early Years Foundation Stage, where children can learn through their interests and develop the skills that will help them in school and beyond! Our shared values will guide children in their decision making and underpin their moral development in school.

Learning will be fun and early years practitioners will create opportunities to challenge and further develop learning through continuous provision. As many of our activities as possible are play-based, however there is also a need for some direct teacher-led activities to ensure all children gain essential knowledge and skills. When appropriate, activities are expertly modelled, and priority is given to providing sufficient sustained periods of play with support and resources to allow children to repeat and practise their taught skill development.

INTENT

Our provision will provide all children with the same experiences and give them opportunities to take part in learning that they may not have access to outside of school. We centre our curriculum around building vocabulary and have expectations that children answer using full sentences, including the use of STEM in Maths. We build upon prior vocabulary and extend children's knowledge of concepts through high quality texts, modelling language and having high expectations for how the children use talk in the classroom. Fine motor is an equally important part of our provision to develop the children's hand/finger strength. Using dough disco, squiggle while you wiggle, 'drawing club', 'super sewing' and get squiggling, the children get daily fine motor practice as well as access throughout the provision. The early years staff know the importance that physical development has on many areas of children's learning.

We are passionate about developing a love of reading from the very start of our pupil's education: through our library visits, reading for pleasure stories and phonically matched reading books in Reception, reading opens the door to the world of adventure, increasing imagination and curiosity. We also have a book led thematic learning which feeds down into the wider provision so that the children are emersed in stories.

We highly value the importance of our outdoor environment and believe that it offers children a unique opportunity to develop a wider range of skills than simply accessing an indoor environment. The outdoor classroom is a safe environment for children to take risks, build collaborative relationships, extend their imaginations and observe changes to the natural world. Underpinning all of our indoor and outdoor provision are the Characteristics of Effective Learning where children are given opportunities to play, explore, focus, set personal challenges and think critically about their learning. Staff know that these are all essential learning behaviours that provide children with valuable life skills they will use continually. Learning will be further enriched through visits within the local community and beyond!

We believe the adults at school and at home play a vital role in shaping the whole child as both pupil and a person, and we value our children and families, creating a triangle of trust between practitioners, parent and child. To build strong partnership with parents, we will have an open-door policy, parent sessions where they can join in with their children's lesson, Family Fridays where children can share their work with their adults and 'wow' moments where parents can share the amazing things their children do at home. At Hazel Leys we also use Tapestry to share key learning moments with parents and encourage them to share from home.

In order for the EYFS staff to ensure that the approach to the curriculum is collaborative and reflective of the ever-changing needs of each cohort, we have weekly CPD meeting where all staff contribute to the curriculum development at Hazel Leys.

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IMPLEMENTATION

We know that each cohort of children has different needs, so we ensure that the provision is reflective of this. Using our baseline, we focus on what the children need and want in order to support their learning. We aim to give children experiences that they might not get outside of a classroom setting, such as setting up engaging role play areas and modelling how these should be used, working with children to extend and challenge them with their understanding of the wider world through the use of adult questioning. The provision is planned by adults with opportunities for child led interests which can be seen in the moment when adults respond to the children's interests, but the children have the lead role in what and how they want to learn.

Children will have access to an effective environment which contain at least the following distinct physical areas:

- Inside: creative, small world, small construction, dress-up/ roleplay, fine motor, malleable/ playdough, reading, snack area. Writing opportunities and books are embedded within all these areas to promote a love of reading and writing.
- Outside: maths, wet sand, dry sand, water, deconstructed role-play/ large construction, climbing/ gym, PE (bats, balls, stilts, hoops etc), trikes/ bikes/ scooters, nature/ science, mud kitchen, music, creative, reading, wood working, den building and gross motor mark making.

The Nursery and Reception classrooms are zoned into areas so that the learning intentions and opportunities are clear for everyone and provide the children with the opportunities to extend their learning. We equip each area with a range of open-ended resources, so the children are able to make meaningful connections and enhance each area of learning. We carefully consider how best to improve the physical, social and cognitive skills of all our children, and with particular emphasis on vocabulary and fine motor development. We want to ensure that children are able to fully express their thoughts and feelings orally and in writing, by the time they leave us at the end of Reception.

Outdoor provision is inclusive for all children to access every area of learning with high quality resources to promote independence and imaginative play. Throughout the year, our outdoor enhancements will represent seasonal change with autumnal resources, observation drawings, planting and bug hunting! We provide the children with suitable outdoor clothing, so they are able to engage with our outdoor space throughout the year, in all weathers. We believe that 'less is more' means that by reducing the amount of 'stuff' in a setting not only develops social skills such as sharing and turn taking, but also develops communication through negotiating, resilience and creativity – finding an alternative or creating a new interest completely!

We must observe how children interact with the environment and resources within, ensuring that positive interactions with practitioners support the child's own skills and understanding, whilst being careful not to undervalue the child's independently created play or child-initiated learning. Staff are continually reflecting on the environment and will make changes as and when they see the need to. Some activities are extended and enhanced if the children have enjoyed it whereas others will be adapted to suit the interests of the children.

The environment that the children experience should be well organised. Resources should have an obvious 'home' and adults, particularly in those early days, should model how to store them. Children generally appreciate a simple, easy-to-use space and should help to create and maintain it. It should provide opportunity for children to explore using their five different senses. The children should be taught not only to be responsible for their environment, but the things they bring in from home: their 'property'; looking after things is an important skill and is also a way of developing independence.

In Nursery, each child will have a 'key person', who will support their development in all areas of learning. Each child's key person will be decided after the children have settled into nursery in order for the staff and children to form meaningful relationships. Being a key worker also involves forming a close relationship with the parents, as next steps are carefully planned to ensure teachable moments through meaningful interactions and experiences. The nursery teacher is responsible for planning activities that provide children with purposeful learning that links to the thematic focus for each term.

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In Reception, the teacher/teaching assistants will act as key people for all the children in the class and through meaning learning observation and interactions with each child, create a unique picture of each child. This will be used to inform all adults within the setting of each child's current stage of development across all areas of learning and appropriate next steps and/or areas of support or intervention required. The teacher must also ensure all adults in the environment are aware of each child's most important next step(s).

At Hazel Leys we use the Little Wandle Letter and Sounds Revised programme to ensure high quality, consistent teaching of phonics and early reading for every child. In nursery, the children take part in daily phonic sessions which develop their early sound recognition skills. Foundations for phonics ensures that children are well prepared to begin grapheme–phoneme correspondence and blending in preparation for the start of Reception. These phonic sessions include a balance of child-led and adult-led experiences. One of the most important aspects of phonics in nursery, is developing an awareness of sound, through activities that develop focused listening and attention, including oral blending.

In reception the children take part in daily phonics lessons which ensure they get the opportunity to learn grapheme-phoneme correspondences and apply them in oral blending, reading and spelling activities. We teach oral blending in every lesson in every phase as we know it remains an important part of blending words to read. When the children first start in reception, the initial phonics lessons are lively and short to support the children in learning the routines. As they used to our routines, the lessons will be extended to include learning tricky words, reading a sentence and 3X weekly guided reading sessions with a book that matches their phonological knowledge.

During the weekly reading session every child will be provided with a book which they take home at the end of the week. At the start of each reading session, staff will flash up sound cards and key vocabulary that the children will encounter in the text. Each read in school has a different focus to develop children as well-rounded readers. The first read focuses on blending skills and building up confidence with sound and word recognition. The second read focuses on prosody where children learn that they can change their voice to affect the way a text is read. The last read focuses on comprehension where the children are asked questions to develop their inference and deduction skills. To ensure that no child gets left behind, the children in reception also take part in daily keep up sessions which match the gaps in their knowledge. We aim to close that gap as soon as possible so that all children become successful early readers.

A daily visual timetable is used in both nursery and reception to ensure time is allocated to the discrete teaching of phonics (fluency), writing (handwriting and composition), reading (decoding, prosody and comprehension), PE (fundamental movement skills) and maths where teachers and key workers will allow time to explore key interests or seasonal themes in ways that are engaging and motivating to their learners. It is important that we appreciate each child as a unique child and avoid one-size fits all teaching. We believe that staff should not place a ceiling on the children and expect them to complete pre-determined or differentiated tasks. All tasks in EYFS are open-ended and are supported through scaffolding where the staff are the facilitators so that all children can achieve their potential.

IMPACT

In Nursery, the long-term plan will provide a framework for consideration when planning, although practitioners should ensure that knowledge, understanding and skills are developed on the whole through each child's interests. It is important to acknowledge that 'Understanding the World' may require more specific teaching and time should be set aside in the day to teach this e.g. exploring the signs of Autumn, learning about different celebrations etc.

In Reception, again, the long-term plan will provide a framework for consideration when planning, with the same consideration made to explore specific areas, particularly where they feed into Key Stage 1. Phonics, Writing and Maths will be taught in whole class groups and reading groups – LW structure - will be created to reflect each children development in word reading. Children will also take part in weekly science, PSHE, RE and music lessons which fall under the 'Understanding the World' aspect of our curriculum. By making children aware that they were being scientists or musicians etc. they will be better prepared for the key stage 1 curriculum.

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Nursery and reception share an outdoor area, so staff plan the provision together to ensure that it is opened ended to challenge children of all ages. By planning together staff are more prepared to make the outdoor provision as effective as possible for all children. All staff are responsible for knowing what the outdoor planning is for each week and are encouraged to adapt or add tasks based on seasonal events and/or children's interest.

Throughout the year, staff will observe children formally and informally to build up a picture of each child's needs and ability. The reception and nursery teachers are responsible for opening a professional dialogue with colleagues to share information and judgements on each child's developmental achievements. Alongside this, staff also have class grids which they used for all adult directed tasks, including phonics (in nursery). Whilst the children are completing a task, staff record what is going well and what needs to be improved. These notes are used to inform future planning and any intervention that the staff deem necessary. A record of these grids are kept in a folder as a record of assessment.

At the end of each term, the nursery and reception teacher will assess children on Insight using their professional judgements. Every child will be assessed against the GAT checkpoints (for nursery) and Early Learning Goals (for reception) to track whether children are meeting or not meeting the expected standards. From there they identify areas of development and key groups of children who would benefit from additional intervention/support along with next learning steps for all. In reception, phonics will be formally assessed at the end of each half term using the Little Wandle assessment tracker. From there, keep up and more intensive 1:1 intervention will be planned for the following term. Gaps, such as tricky word knowledge can also be address through continuous provision activities in the class.

Once all data is completed staff have pupil achievement meetings with a member of SLT to talk through each child's judgement. During these discussions staff will identify what is going well, what barriers could be affecting a child's development and what needs to be adapted or introduced going forward. These discussions are recorded on Insight and shared with all of the SLT team.

INTERVENTION

In Nursery, key workers will, through smaller working groups, have more opportunities to support each child with required areas for development. The staff within Nursery supported by the Early Years Lead, will ensure the curriculum on offer meets the needs of the children within their key group. A weekly meeting will be held to allow the Nursery staff, lead practitioner and Early Years Lead to discuss progress, next steps and actions and this meeting will be used to inform future planning.

In Reception, the teacher and TA's will engage in professional dialogue about the children's achievement, engagement and next steps and hold weekly planning meetings to ensure needs are being met within the environment and through planned adult led sessions. Where necessary, adults will plan short intervention sessions or activities that are 'adult led' to support children with their next steps.

RECORD KEEPING

In Nursery, practitioners will keep a record of each child's work and will share this with parents, through tapestry, at parents evening and during Family Friday sessions. The red books, where a record of the children's work is, will include original work, pictures and have the child's voice recorded throughout. Staff also use the class grids to record how a child has completed tasks throughout the year.

In reception, teachers will also keep up-to-date records of phonics sounds and reading progress with comments being written in their reading records and shared with parents. Teachers must use observations and knowledge of progress to update planning and intervention as and when required. The children in reception also have a red book where their original work, pictures and child voice are recorded.

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In both Nursery and Reception, there is no set number of observations that need to be recorded. However, it is important that teachers and key workers can speak accurately about their children's currently level of development across all areas of learning, their key next steps and what intervention and enhancements are being used to support those next steps. Overall achievement and progress is monitored through pupil achievement meetings using the data from Insight. A record of all discussions around data are recorded in the comments box and shared with SLT.

CURRICULUM OVERVIEW - NURSERY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me My family, my school, my environment, the people around me, people who help us.	Journeys Places we visit, ways to travel including walking, cars, buses, trains, aeroplanes, faraway places including the coldest places on earth	Dinosaurs What the world was like a long, long time ago, how we know about dinosaurs, fossils, extinction	Growing and changing Spring, new life, life cycles, plants, seeds, bulbs, plants we can eat, how people grow.	Animals and their babies. Animals and their offspring, farm animals, woodland animals, wild animals, animals who live in the coldest places on earth	Heroes and adventures Valentina Tereshkova (Russian Cosmonaut) Ernest Shackleton (explorer) Edmund Hillary and Tenzing Norgay (Climbed Mount Everest) Malala Yousafzai (Education campaigner)
Communication and Language	Listen to others one on one or in small groups, e.g., talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free play time, they know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions e.g. first we need	Follow directions e.g., Simon says games. Join in with repeated refrains and familiar stories e.g., poems, stories, songs, call and response games etc. Show understanding of prepositions such as 'under, on top'. Use vocabulary from recently read stories in conversations e.g., names of vehicles from transport books. Ask questions using what, where, when and why to find out more about journeys. To look at key phrases from the topic books and for the children to remember key phrases from the book.	Build up vocabulary that reflects knowledge and experience e.g. talking about dinosaurs, that they lived along time ago, their names and features etc. Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago, e.g. we are alive now, dinosaurs are not alive anymore, they lived a long time ago. Ask relevant questions Share opinions, explaining preferences e.g. My favourite dinosaur is... because... Use newly acquired	Understand 'how' and 'why' questions, relating them to growing and changing e.g. planting seeds and talking about how they will grow and why we need to water them. Use increasingly complex sentences to link thoughts e.g. using 'and', 'because' e.g. our seeds started to grow because we planted them and gave them water. Use newly acquired vocabulary to name and describe, and in conversations. Apply new vocabulary to explain changes noticed in plants. E.g., this plant did not grow well because the soil was too	Describe a pretend object in play-based situations, e.g., this is my tractor, I am ploughing my field (whilst riding a tricycle) Question to understand why things happen e.g., who, what, when how. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because... Role plays the story of the hungry caterpillar, sequencing the foods he ate and the main events such as when he had a tummy ache, when he made a cocoon, and the final transformation into	Use talk to explain what is happening and anticipate what might happen next e.g. discussing how Edmund Hillary climbed Everest Recall and relive past experiences; e.g. children discuss when they went on a school trip. Retell events in order; their school day, or a special event. Respond to comments from peers using full sentences, e.g. I agree with ... because... Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from

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	to put our coats on, then we need to zip them up, then we will get ready to go out to play. Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.	Retell stories using puppets, props, drawings and own imagination e.g. create puppets using pictures and lollysticks to retell Rosie's Walk with different characters Provide opportunities for mark making and emergent writing; fingers in paint, mud, glue and glitter, shaving foam, sand, rice etc in a tuff tray.	vocabulary, e.g., dinosaur names and descriptive language e.g. stomp, roar, scales, horns, plates, to discuss dinosaurs. Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc	dry. Create a storyboard to retell the Tiny Seed; identify the different places the seeds landed. Join in with the repeating refrains in the Enormous Turnip, anticipating what comes next. Provide opportunities for mark making and emergent writing e.g. printing with paints and fruit, vegetables, vehicles etc, finger paints, rubbings of leaves.	a butterfly. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.	all areas of the curriculum. This should be modelled by adults consistently
Personal, Social and Emotional	Jigsaw – Being Me in My World Talking about themselves All about me Learn school and class rules Building relationships with adults and peers Daily opportunities to develop control of their behaviour Turn taking games Learning school routines Making choices in their learning Using manners What makes a good friend? How to handle challenges Tidying up	Jigsaw – Celebrating Difference Looking at similarities and differences between ourselves Making choices in their learning Building positive relationships Turn taking games Celebrating – Diwali/Christmas Building confidence Labelling emotions Talking about how we express emotions Body language Using manners How to be a good friend How to be resilient Tidying up	Jigsaw – Dreams and Goals Building positive relationships Turn taking games Building confidence Children to talk about what they want to do when they get older Set their own goals/targets Share their dreams Developing independence Making choices in their learning Look at how we can resolve conflicts. Using manners Celebrating – Chinese New Year How to be resilient Tidying up	Jigsaw – Healthy Me Building positive relationships Turn taking games Building confidence Developing independence Making choices in their learning Healthy eating Healthy choices Using manners Celebrating – Eid Resolving conflicts How to help others How to persevere Tidying up	Jigsaw – Relationships Building positive relationships Self-esteem/relationship Turn taking games Building confidence Developing independence Making choices in their learning Celebrating – King's Coronation How to look after other people How to care for animals/environment How to bound back after difficulties Tidying up	Jigsaw – Changing Me Building positive relationships Self-esteem/relationship Turn taking games Building confidence Developing independence Making choices in their learning Managing transition Look at what we've done this year Winning and losing – Sports Day Tidying up
Physical	Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Using paintbrushes Dough disco Drawing Club Squiggle While you Wiggle Cutting up lunch Using utensils at snack	Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Letter formation Number formation Using paintbrushes Dough disco Drawing Club Squiggle While you Wiggle	Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Letter formation Number formation Using paintbrushes Dough disco Drawing Club Squiggle While you	Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Letter formation Number formation Using paintbrushes Dough disco Drawing Club	Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Letter formation Number formation Using paintbrushes Dough disco Drawing Club Squiggle While you	Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Letter formation Number formation Using paintbrushes Dough disco Drawing Club

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	time.	Cutting up lunch Doing up zips	Cutting up lunch Doing up buttons	Squiggle While you Cutting up lunch	Cutting up lunch	Squiggle While you Cutting up lunch
	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
	Climbing Regular toileting and handwashing Running games Using chalk Throwing balls Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Getting coat on Drinking water	Climbing Regular toileting and handwashing Running games Using chalk Passing balls to each other Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Getting coat on/zips up/wellies on/gloves on Drinking water Showing different emotions to music	Climbing Regular toileting and handwashing Running games Using chalk Kicking balls Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Getting coat on/zips up/wellies on/gloves on Dancing/Moving to music Drinking water	Climbing Regular toileting and handwashing Running games Using chalk Kicking/throwing balls at a target Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Getting coat on/zips up Know the importance of a healthy lifestyle Drinking water Moving like a	Climbing Regular toileting and handwashing Running games Using chalk Kicking/throwing balls at a target Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Keeping safe in the sun Putting on hats and sunglasses Team games Drinking water Moving like	Regular toileting and handwashing Running games Using chalk Kicking/throwing balls at a target Painting/drawing on large spaces Balancing/Obstacle courses Using bikes/scooters Keeping safe in the sun Putting on hats and sunglasses Team games/Sports Day Drinking water Moving like explorers
Literacy	Fiction including picture books with familiar settings, relating to families, people who help us. Oral retelling of familiar stories using own words and recently introduced vocabulary. Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language. Initial sounds and simple CVC words in line with LW. Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc. Focus on letter	Fiction & Non fiction books about transport. Identify and anticipate key events in familiar stories including repeated refrains. Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories. Initial sounds and simple CCVC words and more in line with LW. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with Happy Handwriting.	Fiction & Non-fiction texts about space. Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson. List writing Reading words through sound blending as part of LW. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with Happy Handwriting.	Fiction & Non-fiction texts about how people, animals and plants grow. Labelling e.g labelling seed pots. Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall. Letter writing including simple sentences and phrases. Recognise common exception words within a LW. Write simple phrases and sentences. Focus on letter formation in line with Happy Handwriting. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc.	Fiction & Non-fiction texts about the monarchy, history etc. Children can annotate pictures of monarchs with speech bubbles and thought bubbles. Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list. Verbal sequencing using temporal connectives. E.g. First, I climbed on the climbing frame, then I slid down the big slide! Create fact books about kings and queens and notice the difference between writing stories and writing information. Role play using newly acquired vocabulary e.g. role play a coronation. Write simple phrases and sentences with phonetically	Fiction & Non-fiction books about the past. Character profiling; what do we know about St George? Using descriptive language in oral storytelling and in writing. Creating our own stories (orally or written) with a Beginning, middle and end. Jumping into the story Settings- what was the character thinking at this point in the story? Instructions; writing numbered lists in a logical order. Nonsense poetry- how authors play with words Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary.

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	formation in line with Happy Handwriting.			Writing short sentences using growing knowledge of phonics to attempt unknown spellings	plausible attempts at unknown spellings. Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc	
Mathematics	Numbers zero to five Representing on fingers and other concrete counting Counting stamps, claps and jumps to 10 and beyond where appropriate Regular referral to calendar, weather, days of the week, months of the year, shape, pattern	Recognising numbers 0-- 10 Representing on fingers and other concrete counting (show me) Counting 0-10 – Zero Superhero Number formation (gross motor) with paint, with fingers in sand, with marbles running around number templates Identifying shapes in the environment Positional language Shapes for different tasks (block building)	Moving on to showing numbers 0-10 on fingers. Link to familiar songs: Ten Little Monkeys Once I caught a fish alive. Counting stamps, claps and jumps to 5 Maths meetings – to include numbers to 10. Shape hunt	Building confidence showing 0-10 on fingers Identifying different shapes based on properties. Exploring measuring using unifix Relative size: small, big, biggest. Reasoning with shapes: if a triangle is upside down, is it still a triangle	Using marks to represent number (tallies) then representing with unifix cubes (simple bar modelling) Strategies for counting with 1-to-1 correspondence. Model using giant counting frame. Move and count and point and count strategies. Using shapes to make other shapes: Community Playthings blocks: triangular shapes can make a square or a rectangle.	Number blocks (1-5) – link to NCETM materials Making numberbooks Reinforcing counting using objects with 1-to-1 correspondence. Using marks to represent numbers. Comparing groups of objects: more, fewer, the same. Investigating capacity, weight, time
Understanding the World	Past and Present (History) My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?	Past and Present (History) George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey	Past and Present (History) What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched.	Past and Present (History) Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.	Past and Present (History) The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey.	Past and Present (History) Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon
	People, Culture and Communities (Geography) Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change?	People, Culture and Communities (Geography) Transport in our local area and contrasted with transport for long journeys- children's experience of transport. Road Safety – how we travel safely. How people	People, Culture and Communities (Geography) Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.	People, Culture and Communities (Geography) Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the	People, Culture and Communities (Geography) The UK The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have Queen Elizabeth as their	People, Culture and Communities (Geography) Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and

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	Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police.	from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.		fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica	monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.	communities. Ask an elderly relative to come in and tell the children a story.
	The Natural World (Science) The human body: Facial features, body parts, the senses Seasons of the year: Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour. Forces: push, pull, twist	The Natural World (Science) Air transport Water transport Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter; snow ploughs, gritting roads, snow tyres. Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?	The Natural World (Science) Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings	The Natural World (Science) Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.	The Natural World (Science) Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.	The Natural World (Science) Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?
Expressive Arts and Design	Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits Rhythm, Pulse and Sound Composer: Wolfgang Amadeus Mozart, Allegro from A Little Night Music. Miro's work	Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro's season paintings. Cutting: snowflake design Singing in a group (Christmas Performances) Composer: Sergei Prokofiev, Peter and the Wolf Pissarro's seasons paintings	Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch Listening to and responding to Holst's Planet Suite Composer: Englebert	Exploring what we can see in the world around us. Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and "matchstick" people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that moves with wheels	Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist. Instrumental Activities Composer: Louis Armstrong Music and dance sessions: link to Carnival of the Animals Composer: Paul Dukas, The Sorcerer's Apprentice Van Gogh's Sunflowers	People in art. Looking at Degas' ballerinas. Practising drawing people. Creating clay sculptures of "Miro-like" people. Fashion: experimenting with fabric to design a suitable piece of sports wear Instrumental activities: Composition: using percussion instruments Composer: G.F. Handel Degas' Ballet Dancer

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			Humperdinck, Hansel and Gretel Jackson Pollock	Create: Easter bonnets Playing with Sounds: Singing Games including call and response Lowry's houses and architecture of Hunderwasser		
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CURRICULUM OVERVIEW - RECEPTION

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me My family, my school, my environment, the people around me, people who help us.	Transport: Past and Present Modes of transport now, local transport, early transport including George Stevenson and the Steam Train, local transport in the past, exploring and travelling.	Space Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station	Growing and Changing Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change.	Kings and Queens Our King, coronations, The Magna Carta, Buckingham Palace, London, Locally significant areas in the past	Stories from the Past Oral storytelling, Greek Gods, St George and the Dragon, Myths and Legends
Communication and Language	Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up,	Join in with repeated refrains and familiar stories. Follow directions, recognising left and right e.g. in games such as Simon says Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong. Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about George Stevenson's Rocket and why it was important Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more.	Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago. Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say 'I wonder why...' Share opinions, explaining preferences e.g. My favourite planet is... because...	Focus attention in a variety of situations; in small groups, 1:1 and whole class Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow? Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g. this plant did not grow well because... This plant grew really well because... Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed. Apply new vocabulary to explain changes noticed in plants.	Describe a pretend object in play based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre. Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas.	Use talk to explain what is happening and anticipate what might happen next e.g. when reading about St George and the Dragon, children might explain what they think might happen to St George. Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell events in order e.g. ordering events from the stories about Greek Gods that they've shared in class. Respond to comments from peers using full sentences, e.g. I agree with ... because... Explain ideas and experiences using different tenses, prepositions, temporal connectives and

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	then we will get ready to go out to play. Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.					vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.
Personal, Social and Emotional	<p>Jigsaw – Being Me in My World Talking about themselves All about me Learn school and class rules Building relationships with adults and peers Daily opportunities to develop control of their behaviour Turn taking games Learning school routines Making choices in their learning Using manners What makes a good friend? How to handle challenges Tidying up</p>	<p>Jigsaw – Celebrating Difference Looking at similarities and differences between ourselves Making choices in their learning Building positive relationships Turn taking games Celebrating – Diwali/Christmas Building confidence Labelling emotions Talking about how we express emotions Body language Using manners How to be a good friend How to be resilient Tidying up</p>	<p>Jigsaw – Dreams and Goals Building positive relationships Turn taking games Building confidence Children to talk about what they want to do when they get older Set their own goals/targets Share their dreams Developing independence Making choices in their learning Look at how we can resolve conflicts. Using manners Celebrating – Chinese New Year How to be resilient Tidying up</p>	<p>Jigsaw – Healthy Me Building positive relationships Turn taking games Building confidence Developing independence Making choices in their learning Healthy eating Healthy choices Using manners Celebrating – Eid Resolving conflicts How to help others How to persevere Tidying up</p>	<p>Jigsaw – Relationships Building positive relationships Self-esteem/relationship Turn taking games Building confidence Developing independence Making choices in their learning Celebrating – King’s Coronation How to look after other people How to care for animals/environment How to bound back after difficulties Tidying up</p>	<p>Jigsaw – Changing Me Building positive relationships Self-esteem/relationship Turn taking games Building confidence Developing independence Making choices in their learning Managing transition Look at what we’ve done this year Winning and losing – Sports Day Tidying up</p>
Physical	<p>Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Using paintbrushes Dough disco Drawing Club Squiggle While you Wiggle Get Squiggling Cutting up lunch</p>	<p>Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Letter formation Number formation Using paintbrushes Dough disco Drawing Club Squiggle While you Wiggle Get Squiggling Cutting up lunch Doing up zips</p>	<p>Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Letter formation Number formation Using paintbrushes Dough disco Drawing Club Squiggle While you Wiggle Get Squiggling Cutting up lunch Doing up buttons</p>	<p>Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Letter formation Number formation Using paintbrushes Dough disco Drawing Club Squiggle While you Wiggle Get Squiggling Cutting up lunch</p>	<p>Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Letter formation Number formation Using paintbrushes Dough disco Drawing Club Squiggle While you Wiggle Get Squiggling Cutting up lunch</p>	<p>Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Letter formation Number formation Using paintbrushes Dough disco Drawing Club Squiggle While you Wiggle Get Squiggling Cutting up lunch</p>
	<p>Gross Motor PE lessons – First PE Climbing</p>	<p>Gross Motor PE lessons – Diwali/Gymnastics</p>	<p>Gross Motor PE lessons – Fairy Tale Dance Climbing</p>	<p>Gross Motor PE lessons - Multi-skills Climbing</p>	<p>Gross Motor PE lessons – Enjoy a ball Climbing</p>	<p>Gross Motor PE lessons – Athletics/Tennis Climbing</p>

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	<p>Regular toileting and handwashing Running games Using chalk Throwing balls Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Getting coat on Drinking water</p>	<p>Climbing Regular toileting and handwashing Running games Using chalk Kicking balls Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Getting coat on/zips up/wellies on/gloves on Drinking water Showing different emotions to music</p>	<p>Regular toileting and handwashing Running games Using chalk Kicking balls Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Getting coat on/zips up/wellies on/gloves on Dancing/Moving to music Drinking water</p>	<p>Regular toileting and handwashing Running games Using chalk Kicking/throwing balls at a target Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Getting coat on/zips up Know the importance of a healthy lifestyle Drinking water Moving like a knight/dragon</p>	<p>Regular toileting and handwashing Running games Using chalk Kicking/throwing balls at a target Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Keeping safe in the sun Putting on hats and sunglasses Team games Drinking water Moving like minibeasts</p>	<p>Regular toileting and handwashing Running games Using chalk Kicking/throwing balls at a target Painting/drawing on large spaces Balancing/Obstacle courses Using bikes/scooters Keeping safe in the sun Putting on hats and sunglasses Team games/Sports Day Drinking water Moving like sea creatures</p>
Literacy	<p>Fiction including picture books with familiar settings, relating to families, people who help us. Oral retelling of familiar stories using own words and recently introduced vocabulary. Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'. Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language. Initial sounds and simple CVC words in line with LW. Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc. Focus on letter formation in line with Happy Handwriting.</p>	<p>Fiction & Non fiction books about transport. Identify and anticipate key events in familiar stories including repeated refrains. Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories. Initial sounds and simple CCVC words and more in line with LW. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with Happy Handwriting.</p>	<p>Fiction & Non-fiction texts about space. Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson. List writing Reading words through sound blending as part of LW. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with Happy Handwriting.</p>	<p>Fiction & Non-fiction texts about how people, animals and plants grow. Labelling e.g labelling seed pots. Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall. Letter writing including simple sentences and phrases. Recognise common exception words within a LW. Write simple phrases and sentences. Focus on letter formation in line with Happy Handwriting. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc. Writing short sentences using growing knowledge of phonics to attempt unknown spellings</p>	<p>Fiction & Non-fiction texts about the monarchy, history etc. Children can annotate pictures of monarchs with speech bubbles and thought bubbles. Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list. Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide! Create fact books about kings and queens and notice the difference between writing stories and writing information. Role play using newly acquired vocabulary e.g. role play a coronation. Write simple phrases and sentences with phonetically plausible attempts at unknown spellings. Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper,</p>	<p>Fiction & Non-fiction books about the past. Character profiling; what do we know about St George? Using descriptive language in oral storytelling and in writing. Creating our own stories (orally or written) with a Beginning, middle and end. Jumping into the story Settings- what was the character thinking at this point in the story? Instructions; writing numbered lists in a logical order. Nonsense poetry- how authors play with words Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary.</p>

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					painting on an upright tuff tray, writing with fingers in sand, rice etc	
Mathematics	<p>White Rose Hub –Match, Sort and Compare/Talk about Measure and Patterns/It’s Me – 1, 2, 3</p> <p>Counting rhymes and songs Comparing objects and sets Subitising. Ordering objects Recognise, describe, copy and extend colour and size patterns Explore zero Count and represent the numbers 1 to 3 Estimate and check by counting Recognise numbers in the environment</p>	<p>White Rose Hub – It’s Me – 1, 2, 3/Circles and Triangles/1, 2, 3, 4, 5/Shape with 4 Sides</p> <p>Count up to five objects One more or one fewer Order numbers 0 – 5 Addition and subtraction within 5 Explore addition and subtraction Shape and sorting Describe position accurately Ordinal numbers</p>	<p>White Rose Hub – Alive in 5!/Mass and Capacity/Growing 6 7 8</p> <p>Count up to 8 objects Represent, order and explore numbers to 8 One more or fewer, one greater or less Addition and subtraction within 8 Explore addition as counting on and subtraction as taking away Subitising Estimate, order compare, discuss and explore capacity, weight and lengths</p>	<p>White Rose Hub – Length, Height and Time/Building 9 and 10/Exploring 3D Shapes</p> <p>Count up to 10 objects Represent, order and explore numbers to 10 One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Subitising Estimate, order compare, discuss and explore capacity, weight and lengths 3D Shapes</p>	<p>White Rose Hub – to 20 and beyond/How many now? Manipulate, Compose and Decompose</p> <p>Addition and subtraction within 20 Commutativity Explore addition and subtraction Compare two amounts Relationship between doubling and halving Order lengths One more one less Estimate and count Grouping and sharing</p>	<p>White Rose Hub – Sharing and Grouping/Visualise, Build and Map/Consolidation</p> <p>Recognise, complete and create patterns Coin recognition and values Explore numbers and strategies Apply number, shape and measures knowledge Count forwards and backwards</p>
Understanding the World	<p>Past and Present (History) My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?</p>	<p>Past and Present (History) George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey</p>	<p>Past and Present (History) What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched.</p>	<p>Past and Present (History) Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.</p>	<p>Past and Present (History) The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II’s coronation in Westminster Abbey.</p>	<p>Past and Present (History) Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop’s Fables The Legend of St George and the Dragon</p>
	<p>People, Culture and Communities (Geography) Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our</p>	<p>People, Culture and Communities (Geography) Transport in our local area and contrasted with transport for long journeys- children’s experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in</p>	<p>People, Culture and Communities (Geography) Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>	<p>People, Culture and Communities (Geography) Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but</p>	<p>People, Culture and Communities (Geography) The UK The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand,</p>	<p>People, Culture and Communities (Geography) Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in</p>

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	lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police.	Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.		not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica	Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.	and tell the children a story.
	The Natural World (Science) The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour. Forces: push, pull, twist	The Natural World (Science) Air transport Water transport Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter; snow ploughs, gritting roads, snow tyres. Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?	The Natural World (Science) Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings	The Natural World (Science) Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.	The Natural World (Science) Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.	The Natural World (Science) Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?
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response
Lowry's houses and
architecture of
Hunderwasser

SEND – Strategies for supporting access

- Break down learning – now/then
- Adult support – start off then independent (where possible)
- Images to support
- Specific simple instructions
- Adaptive teaching
- Re-capping within lessons for all or groups of pupils
- Mixed ability groups
- Definitions – revisit
- Knowledge focused approach

Enrichment

Educational visits are another opportunity for Art to take place outside of the classroom.

- Visits from people in the community E.G Police, fire service etc.
- Trips that link to termly learning such as Space Centre, farm, castle visit.
- Children's learning to be linked to real life experiences.
- Parents invited throughout the year to share experiences with children.

SUBJECT LEADERSHIP AND DEVELOPMENT

Subject Strengths

- Pupil enjoyment of all lessons
- Collaborative approach to the planning – LTP/MTP with all staff
- Clear sequence of learning in planning
- Progression links between F1 and F2

Areas to Develop

- Continue to develop use of knowledge organisers
- Develop exemplification folders
- To develop new staff's confidence and awareness of the EYFS curriculum approach

Monitoring

- T1 Focus – MTPs - Book monitoring
- T2 Focus – Connections – CTs discussions – Books/pupil voice
- T3 Focus – SL discussions with CTs - Book monitoring

CPD

- Sequence of learning – Development of LTPs and MTPs – identifying and addressing gaps
- SL curriculum monitoring CPD
- Use of EYFS Padlet created by the trust to support ongoing CPD for all staff

THE EARLY YEARS FOUNDATION STAGE