





Our Vision Statement:

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.

Curriculum Drivers						
Technology	The Natural World		Diversity		Health and Well-Being	
						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme (These may be adapted to reflect children's interests)	Settling In- Children's Interests (3-4 weeks) All About Me and people I know	Autumn/ Light and Dark/ Space	Where in the World?	Tell Me a Story (Spring)	Changes	The Sea

Communication and Language



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, storytelling 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.

Communication and Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Settling In- Children’s Interests (3-4 weeks) All About Me and people I know	Autumn/ Light and Dark/ Space	Where in the World?	Tell Me a Story (Spring)	Changes	Under the Sea
	I can listen carefully and am learning our listening rules (linked to dual coding)	I can follow our listening rules and talk about them	I listen attentively in a range of situations and for longer periods	I understand why listening is important I can maintain attention in different contexts	I maintain an activity whilst listening. I can predict what happens next.	I listen and respond with relevant questions, comments or actions

	<p>I talk about experiences that are important/ familiar to me (Tapestry pictures to talk about)</p> <p>I engage in stories and rhymes</p> <p>I can listen to and talk about familiar stories.</p> <p>I can talk about my family and listen when my friend talks about theirs.</p> <p>I can sit and maintain attention for short periods in a group</p> <p>I can follow one step and two step instructions</p> <p>I can understand why questions</p> <p>I use sentences with 4-6 words +</p> <p>I use talk to organise my play</p> <p>I can describe how I am feeling</p> <p>I will speak within a small group and want to share my ideas</p>	<p>I engage in story times joining in with stories and rhymes with increasing confidence</p> <p>I can follow a two step instruction</p> <p>I will have a conversation with my peers and familiar adults</p> <p>I am developing social phrases, how are you, are you okay?</p> <p>I demonstrate some of the new vocabulary learned in my day to day talk and interactions</p> <p>I am learning to listen to others and take turns in a conversation</p>	<p>I can ask how and why questions.</p> <p>I can ask questions to find out more</p> <p>I engage in non-fiction books</p> <p>I can use the past tense</p> <p>I can recount past events</p> <p>I can speak in full sentences</p> <p>I can talk about familiar stories with confidence and express what I like and dislike. (linked to Terrific Texts)</p>	<p>I can use story language and vocabulary</p> <p>I can retell a simple story</p> <p>I can articulate my ideas in well formed sentences</p> <p>I can use descriptive language</p> <p>I can describe some events in greater detail</p> <p>I can use connectives when putting my ideas together.</p> <p>I understand questions such as who; why; how; where and when</p> <p>I may introduce a storyline or narrative to my play</p>	<p>I can use past and present tenses.</p> <p>I can listen and understand instructions whilst engaged with another task</p> <p>I use talk to talk about how and why things happen and organise my thinking</p> <p>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>I am beginning to show awareness of the listener and may use intonation to express myself.</p>	<p>I make comments and clarify thinking by asking questions</p> <p>I can use a conjunction when speaking</p> <p>I am confident retelling stories I am familiar with.</p> <p>I use new vocabulary confidently</p> <p>I can use past, present and future tenses to articulate my ideas.</p> <p>I am beginning to understand humour e.g. nonsense rhymes and jokes.</p> <p>I may be able to tell some jokes of my own.</p>
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	Time vocabulary					
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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 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.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED-KAPOW		Settling In- Children's Interests (3-4 weeks) All About Me and people I know	Autumn/ Light and Dark/ Space	Where in the World?	Tell Me a Story (Spring)	Changes	Under the Sea
		Self-Regulation: My Feelings	Building Relationships: My Family and Friends	Building Relationships: Special Relationships	Self-Regulation: Listening and Following Instructions	Managing Self: My Well-being	Managing Self: Taking on Challenges
		In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.	In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.	In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.	In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.	In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.
Persona I, Social and	Emotions	<ul style="list-style-type: none"> I am involved in setting up class rules I can talk about my feelings I may show that I understand how others are feeling e.g. comfort someone who feels sad. 		<ul style="list-style-type: none"> I can talk about our school values and what it means to show respect to each other and property. I understand why it is important to be honest (link to school values) 		<ul style="list-style-type: none"> I know and can talk about the different factors that support my overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 	

- I show some understanding of feelings in stories e.g. respond to the question how do you think they were feeling?
- I know how to calm myself and who to ask for help
- I know that the adults in school keep us safe
- I am beginning to ignore distractions
- I may be able to concentrate on a task
- I can talk about my own family and what we celebrate
- I am beginning to understand qualities of a good friend
- I can sometimes wait a turn (Delayed gratification)
- I may persist when things are challenging
- I can talk about our school values and how I can be kind.

[Terrific Texts](#) to Support PSED learning
Also [Texts to Support PSED VALUES DIVERSITY EYFS](#)



- I can talk about my own home and what is special about it.
- I can say something I am thankful for.
- I can talk about something am good at.
- I am able to talk about similarities and differences between myself and my friends.
- I know what good listening looks like and I can demonstrate it.
- I understand why it is important to listen to others.
- I am learning strategies to help me when I become frustrated.
- I know who to go to in school if I have a problem.

[Terrific Texts](#) to Support PSED learning
Also [Texts to Support PSED VALUES DIVERSITY EYFS](#)



'screen time' - having a good sleep routine - being a safe pedestrian

- I can talk about how I can be kind to plants and animals.
- I can talk about how I can solve a problem.
- I can show resilience in activities of my choosing.
- I know the class rules and what is right and wrong.
- I can show that I am reflective e.g. make changes to make something more effective etc.
- I know its okay to make a mistake.
- I can complete challenges set with increasing confidence and resilience.

[Terrific Texts](#) to Support PSED learning
Also [Texts to Support PSED VALUES DIVERSITY EYFS](#)

Physical Development

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.

Physical Development Fine Motor

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Settling In- Children's Interests (3-4 weeks) All About Me and people I know	Autumn/ Light and Dark/ Space	Where in the World?	Tell Me a Story (Spring)	Changes	Under the Sea
<ul style="list-style-type: none"> I enjoy threading, cutting, weaving, playdough, fine motor activities. I can draw lines and circles using gross motor movements I can hold a pencil/ paintbrush beyond a whole hand grip I have a preference for a dominant hand. I can make marks I can draw a simple representation of myself 	<ul style="list-style-type: none"> I enjoy threading, cutting, weaving, playdough, fine motor activities. I am improving my pencil grip and apply the right amount of pressure. I can take part in structured activities e.g. to draw, write, copy. I am starting to write my name and form some letters correctly. 	<ul style="list-style-type: none"> I enjoy threading, cutting, weaving, playdough, fine motor activities. These activities are becoming more challenging as my skills develop. I can handle tools, objects and construction materials with increasing control. I can draw freely. I can attempt to fasten my zip and buttons I can cut with scissors. 	<ul style="list-style-type: none"> I enjoy threading, cutting, weaving, playdough, fine motor activities. These activities are becoming more challenging as my skills develop. I have developed my pencil grip and will practise more often. I can cut straight lines with scissors. I can cut curved lines. I can use my cutlery to co-ordinate scraping food onto my fork <p>Pencil grip assessment reviewed</p>	<ul style="list-style-type: none"> I enjoy threading, cutting, weaving, playdough, fine motor activities. These activities are becoming more challenging as my skills develop. I can use one hand consistently for fine motor tasks. 	<ul style="list-style-type: none"> I enjoy threading, cutting, weaving, playdough, fine motor activities. These activities are becoming more challenging as my skills develop. I can form most letters correctly. I can draw simple shapes I confidently build with a range of construction materials.

	<ul style="list-style-type: none"> I can use fine motor tools effectively e.g. tweezers. I can use my fork to stab my food <p>Pencil grip initial assessment completed</p>	<ul style="list-style-type: none"> I can use my cutlery to tear soft food items <p>Pencil grip assessment reviewed</p>	<ul style="list-style-type: none"> I can draw a simple representation of my house. I am beginning to add detail I can draw a simple representation of myself. I am beginning to add detail <p>Pencil grip assessment reviewed</p>			
<p>Physical Development Gross Motor</p>	<ul style="list-style-type: none"> I can find a space. I can sit in a spot during carpet time. I can explore different ways of moving, i.e. crawl, walk, run and jump. I can climb on outdoor equipment and mount steps I can go to the toilet and wash my hands. 	<ul style="list-style-type: none"> I can hold a simple balance. I am beginning to throw and catch a ball. I can ride a bike with stabilisers or without. I can experiment and practice different ways of moving, i.e. hopping and skipping. I can move to a piece of music. 	<ul style="list-style-type: none"> I can throw and catch with increasing aim. I can pat, kick and dribble a ball. I can aim at a target I can begin to talk about the changes in my body after exercise. 	<ul style="list-style-type: none"> I continue to develop my throwing, catching and kicking skills. I respond freely and move to music I can spin, rock, tilt, fall, slide and bounce. I am becoming more accurate with my aim. I can use a range of physical equipment to push and pull. 	<ul style="list-style-type: none"> I can complete a simple obstacle course. I can talk about what keeps me healthy and am beginning to understand the importance of exercise and a healthy diet. 	<ul style="list-style-type: none"> I can play team games I can take part in sports day and complete a circuit of activities I can respond to music sometimes making up my own sequences of movements.

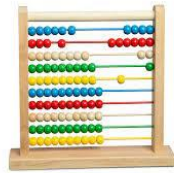
Literacy



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).

Literacy~ Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Settling In- Children's Interests (3-4 weeks) All About Me and people I know	Autumn/ Light and Dark/ Space	Where in the World?	Tell Me a Story (Spring)	Changes	Under the Sea

	<ul style="list-style-type: none"> • I can talk about print in the environment • I know that print runs left to right, top to bottom. • I can join in with a familiar story. • I can retell a familiar story. • I can predict what comes next. • I can sequence a simple story. • I can use story language. • I can join in with a repeated refrain. • I can answer a who, what, where question. • I can join in with a familiar story. • I can retell a familiar story. • I can say what happens at the beginning, middle and end. • I am beginning to understand a story map (use Tales Toolkit to support) • I know an author is the person who writes a book. • I know that the 'blurb' is on the back of the book. • I am learning new vocabulary from the texts I read <p>Daily Terrific Texts</p>	<ul style="list-style-type: none"> • I know what a non-fiction book is. • I can say what a contents page and an index are used for. • I can answer a question starting with How, who and which. • I can ask a simple question. • I can make up my own stories with myself as a character. • I can make stories up by recording them on an ipad, through marks, pictures. • I read simple sentences and phrases with known letter-sound correspondences and some common exception words. • I enjoy stories from other cultures and traditions. • I enjoy sharing my favourite story on World Book Day • I am developing my own narrative to explain and connect ideas. <p>Daily Terrific Texts</p>	<ul style="list-style-type: none"> • I can answer questions about a story. • I can ask a question and listen to the answer. • I can say what the difference between a fiction and a non-fiction book. • I can name a book or author I like and say why. • I can retell a story with actions and/ or picture prompts. • I can explain main events in a story. • I can talk about the characters/ setting • I can anticipate key events in a story and respond to what I hear by asking questions or making relevant comments. • I can make predictions • I am beginning to enjoy longer stories. <p>Daily Terrific Texts</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy ~ Writing</p>	<ul style="list-style-type: none"> • I can make marks e.g. lines, waves, circles • I can pick up and hold a pencil • I can trace/copy my name • I can write simple captions/ labels • I can write a simple list hearing some sounds • I can write some sounds which correspond to the letters in a word. • I can give meaning to the marks I make <p>Shopping lists, labels, book making- own interests, cvc writing, story scribing, retelling stories.</p>	<ul style="list-style-type: none"> • I can write a simple sentence. • I am beginning to understand finger spaces. • I can sometimes use a full stop with or without a prompt. • I can phonetically sound out words I do not know. • I can use a grapheme card to support my independence. • I may be able to spell some key words correctly. • I can write CVC words, CVCC and CCVC words with increasing confidence 	<ul style="list-style-type: none"> • I can write a simple sentence independently. • I am able to understand finger spaces and can use them • I can sometimes use a full stop with or without a prompt. • I can phonetically sound out words I do not know. • I can use a grapheme card to support my independence. • I may be able to spell some key words correctly. • I might be able to write simple stories and use story language.



Shopping lists, labels, book making- own interests, cvc writing, story scribing, retelling stories, story maps

- I might be able to write 2-3 sentences independently.
- I might be able to use some conjunctions within my sentences.

Shopping lists, labels, book making- own interests, cvc writing, story scribing, retelling stories, story maps, stories, recounts, recipes

Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with -s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	* words with -s /s/ added at the end (hats sits) * words ending in s /z/ (his) and with -s /z/ added at the end (bags)	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp	are sure pure
Week 5	longer words	

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	

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Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words	
Week 4	root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root words ending in: -er, -est longer words	

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.

In Reception, NCTEM will be used alongside White Rose Materials

Mastering Number – Reception Overview by Week

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Comparison
Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s Focus on composition of 3 and 4	Subitise objects and sounds	Comparison of sets - 'just by looking' Use the language of comparison: <i>more than</i> and <i>fewer than</i>
Autumn 2	Week 6	Week 7	Week 8	Week 9	Week 10
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality
Set 2	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Comparison of sets - by matching Use the language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number</i>	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20

Spring 1	Week 11	Week 12	Week 13	Week 14	Week 15
Focus	Subitising	Counting, ordinality and cardinality	Composition	Composition	Composition
Set 3	Subitise within 5 focusing on die patterns Match numerals to quantities within 5	Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number	Focus on 5	Focus on 6 and 7 as '5 and a bit'	Compare sets and use language of comparison: <i>more than, fewer than, an equal number to</i> Make unequal sets equal
Spring 2	Week 16	Week 17	Week 18	Week 19	Week 20
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Composition
Set 4	Focus on the 'staircase' pattern and ordering numbers	Focus on ordering of numbers to 8 Use language of <i>less than</i>	Focus on 7	Doubles – explore how some numbers can be made with 2 equal parts	Sorting numbers according to attributes - odd and even numbers

Summer 1	Week 21	Week 22	Week 23	Week 24	Week 25	
Focus	Counting, ordinality and cardinality	Subitising	Composition	Composition	Comparison	
Set 3	Counting – larger sets and things that cannot be seen	Subitising – to 6, including in structured arrangements	Composition – ‘5 and a bit’	Composition - of 10	Comparison – linked to ordinality Play track games	
Summer 2	Week 26	Review and assess	Review and assess	Review and assess	Review and assess	Review and assess
Set 4	Subitise to 5 Introduce the rekenrek	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number patterns	Counting

White Rose Maths

Autumn term	<p>Getting to know you (Take this time to play and get to know the children!)</p> <p>Contains overviews and frequently asked questions</p> <p>VIEW</p>	<p>Just like me! Match and sort Compare amounts Compare size, mass & capacity Exploring pattern</p> <p>VIEW</p>	<p>It's me 1, 2, 3! Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and triangles Positional language</p> <p>VIEW</p>	<p>Light & dark Representing numbers to 5 One more or less Shapes with 4 sides Time</p> <p>VIEW</p>
Spring term	<p>Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) Compare capacity (2)</p> <p>VIEW</p>	<p>Growing 6, 7, 8 6, 7 & 8 Combining two amounts Making pairs Length & height Time (2)</p> <p>VIEW</p>	<p>Building 9 & 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns</p> <p>VIEW</p>	<p>Consolidation</p>
Summer term	<p>To 20 and beyond Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate</p> <p>VIEW</p>	<p>First, then, now Adding more Taking away Spatial reasoning 2 Compose and decompose</p> <p>VIEW</p>	<p>Find my pattern Doubling Sharing & grouping Even & odd Spatial reasoning 3 Visualise and build</p> <p>VIEW</p>	<p>On the move Deepening understanding Patterns & relationships Spatial mapping (4) Mapping</p> <p>VIEW</p>



Understanding the World

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Settling In- Children's Interests (3-4 weeks) All About Me and people I know	Autumn/ Light and Dark/ Space	Where in the World?	Tell Me a Story (Spring)	Changes	Under the Sea

The World

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| <ul style="list-style-type: none">• I can name the four seasons.• I can talk about some changes I see in Autumn.• I can talk about what I see in my local area visit to Valley Gardens• I can look for and spot different types of trees and plants in my locality.• I know where some foods come from | <ul style="list-style-type: none">• I can talk about the differences between night and day.• I can name some planets.• I can say a fact about space.• I can name at least two nocturnal animals.• I can state an owl fact.• I can name at least two animals that hibernate. | <ul style="list-style-type: none">• I know I live in Harrogate.• I can describe my home.• I can talk about two contrasting environments.• I can name at least three animals that live in these environments.• I can say how where I live differs to these environments.• I have looked at maps/ Google Earth to locate different environments and where I live. | <ul style="list-style-type: none">• I can name three signs of spring• Revisit- I can name the four seasons• I can say what a forest is and name some animals that live there. | <ul style="list-style-type: none">• I can talk about a butterfly or plant life cycle• I can talk about a chick life cycle based on first hand experience• I can talk about what a plant needs to grow• I can sort healthy and unhealthy foods• I know some features of a healthy lifestyle.• I understand some foods come from different cultures.• I can make detailed observations of plant/ animal life cycles. | <ul style="list-style-type: none">• I can name at least three sea creatures.• I can say a fact about a sea creature.• I can locate oceans on a map/ Google Earth• I can talk about floating and sinking and talk about some materials that float and sink.• I can use my knowledge of materials to make a boat.• I can talk about the seashore and beach and identify features (linked to Saltburn trip)• I can talk about different ways to help the environment e.g. recycling |
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People and Communities	<ul style="list-style-type: none"> • I can talk about where my school is. • I can talk about an aerial image of my school. • I can talk about why we celebrate Harvest. • I can identify people in my school community that help us. 	<ul style="list-style-type: none"> • I can talk about how Hindus celebrate Diwali • I can talk about how my family or friends celebrate Christmas, 	<ul style="list-style-type: none"> • I can talk how people live in different places. • I can talk about similarities and differences. • I can map my route to school 	<ul style="list-style-type: none"> • I can talk about what happens at Easter in my family. 	<ul style="list-style-type: none"> • I can make a simple map from a story 	<ul style="list-style-type: none"> • I can talk about how to protect the oceans
Celebrations	<p>These may include: Harvest, Diwali, Christmas, Bonfire Night, Day of the Dead, Black History Month, Remembrance Day, Anti- Bullying week</p> <p>Charity events: Children in Need, Save the Children Christmas Jumper Day</p>		<p>These may include: Chinese New Year Valentines Day, World Book Day National Story Telling Week, Children’s Mental Health week, Safer Internet Day</p>	<p>These may include: Mothers Day, Holi, Pancake Day, Mardi Gras, Easter, International Women’s Day</p> <p>Charity events: Comic/ Sports Relief</p>	<p>These may include: Earth Day, Eid, International Dinosaur Day, Healthy Eating Week</p> <p>Charity Events: Mental Health Awareness week</p>	<p>These may include: Fathers Day, World Ocean Day, International Picnic Day, International Day of Friendship</p> <p>Charity events: Sponsored event for EYFS</p>
The Past	<ul style="list-style-type: none"> • I can talk about who is in my family. • I can talk about the difference between me now and when I was a baby. • I can talk about key people in my community. 	<ul style="list-style-type: none"> • I can talk about a key person from the past. E.g. Guy Fawkes • I can talk about travel to space then and now. • I can talk about how Christmas was celebrated in the past by my family. 	<ul style="list-style-type: none"> • I can say how homes have changed. 	<ul style="list-style-type: none"> • I can talk about an artist/art in the past 		<ul style="list-style-type: none"> • I can talk about what the seaside was like in the past.

Technology	<ul style="list-style-type: none"> I can talk about different technology in the home and in school I can use different technology at home and school I can compare different technology from the past and present 	<ul style="list-style-type: none"> I can turn on an iPad and use the home button. 	<ul style="list-style-type: none"> I can use the iPad to take pictures of my school 	<ul style="list-style-type: none"> I can use the coding train to create a change on the Duplo track I can use Chatterpix on the iPad 	<ul style="list-style-type: none"> I can use an iPad to take pictures of changes over time. I can use the Duplo train to create a story walk 	<ul style="list-style-type: none"> I can use Sketches School to create an under the sea picture
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Expressive Arts and Design



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. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	<p>Settling In- Children's Interests (3-4 weeks) All About Me and people I know</p>	<p>Autumn/ Light and Dark/ Space</p>	<p>Where in the World?</p>	<p>Tell Me a Story (Spring)</p>	<p>Changes</p>	<p>Under the Sea</p>
<p>Creating with Materials</p>	<ul style="list-style-type: none"> I can draw a simple representation of myself I can explore and make marks with different materials and equipment. I can observe and make a drawing eg. Of leaves/fruit/vegetables. I can talk about what I see. <p>Drawing</p> <ul style="list-style-type: none"> Explore lines, patterns and shapes using pencils of different thickness e.g. The Dot Know how to draw a simple representation of myself. e.g. black and white line drawings on entry, mid- year and end of year. Take rubbings e.g. leaves and plants 	<ul style="list-style-type: none"> I can say what I like about how Van Gogh's Starry Night Painting. I can explore and investigate what happens when I mix colours. <p>Drawing</p> <ul style="list-style-type: none"> Explore how create an observational drawing.(leaves) 	<ul style="list-style-type: none"> I can draw my own home. I can explore different techniques to join materials. <p>Drawing</p> <ul style="list-style-type: none"> Know how to draw a simple representation of myself. e.g. black and white line drawings on entry, mid- year and end of year. Explore how create an observational drawing. (close ups animal eyes) 	<ul style="list-style-type: none"> I talk about different artists. I can use pastels to create a picture based on the work of another artist. <p>Drawing</p> <ul style="list-style-type: none"> I will look closely at my drawings and talk about how I can improve them. 	<ul style="list-style-type: none"> I can make a 3d representation combining different materials together. <p>Drawing</p> <ul style="list-style-type: none"> Observational drawings using detail plants. <p>3D form Sculpture</p> <ul style="list-style-type: none"> Children will be able to manipulate the material using their fingers and thumbs and use early tools safely 	<p>I can construct a water scene using different malleable materials.</p> <p>Drawing</p> <ul style="list-style-type: none"> Know how to draw a simple representation of myself. e.g. black and white line drawings on entry, mid- year and end of year. <p>Textiles and collage</p>

	<p>Printing Explore printing with paints using a range of tools e.g. fruit and vegetables, sponges, shapes, fingers, monoprinting and collagraph printing etc. e.g. lines, waves etc.</p> <p>Textiles and collage Children will learn to join materials together safely and accurately using PVA glue, glue, cello tape etc.</p>	<p>Painting</p> <ul style="list-style-type: none"> • Hold a paintbrush effectively. • Explore mixing colours • Mix colours to make them lighter and darker (shades) • Use different types of paint e.g. poster, watercolours etc. <p>3D form Sculpture</p> <ul style="list-style-type: none"> • Experiment using playdough, plasticine, clay etc. to make recognisable shapes and objects e.g. diva lamps. • Use natural materials e.g. flowerpots, twigs, stones etc. to create natural / loose part artwork. 	<p>Painting</p> <ul style="list-style-type: none"> • Use different paintbrushes sizes and types to create different techniques • Use different types of paint e.g. poster, watercolours etc. <p>Textiles and collage</p> <ul style="list-style-type: none"> • Children will be able to rip effectively and use scissors with increasing care and accuracy to cut materials. • Children will learn to join materials together safely and accurately using PVA glue, glue, cello tape etc. 	<p>Painting</p> <ul style="list-style-type: none"> • Name the primary colours. • Select the primary colours to paint a colour wheel. • Explore colour mixing With primary colours and learn to become independent at this. 	<p>e.g. modelling tools to trim off.</p> <p>Textiles and collage</p> <p>Use a range of materials, card, paper ribbons etc. to create art.</p>	<ul style="list-style-type: none"> • Children will be able to rip effectively and use scissors with increasing care and accuracy to cut materials. • Children will learn to join materials together safely and accurately using PVA glue, glue, cello tape etc.


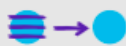



Using Imagination

<ul style="list-style-type: none"> • I can talk about some songs/rhymes that I know and like • I can develop my role play through familiar activities e.g. home corner • I can sing some familiar Harvest songs • I can begin to clap simple rhythms. I can clap my name. I can repeat a clapped rhythm back to my teacher. 	<ul style="list-style-type: none"> • I can listen to music from a different culture • I can move my body to different music • I can watch and talk about traditional Hindu dance • I can sing some familiar Christmas songs • I can perform a role in Nativity play • I can follow a simple rhythm by clapping or using an instrument • I can make a simple musical instrument 	<ul style="list-style-type: none"> • I can listen to music from different cultures • I can move my body to different music • I can watch and talk about traditional dance • I can use instruments to perform a Chinese Dragon Dance • I can follow simple symbols to play music e.g. loud and quiet 	<ul style="list-style-type: none"> • I can sing some familiar Easter songs • I can role play changes of a butterfly life cycle • I can select instruments to make representations of different types of weather e.g. rain, thunder, sunshine etc. 	<ul style="list-style-type: none"> • I develop my role play by retelling traditional tales e.g. outside / puppets / role play • I can sing some familiar nursery rhymes • I can watch and talk about some traditional tales performance art pieces e.g. Cbeebies ballet • I can add percussion to a simple story or rhyme 	<ul style="list-style-type: none"> • I can respond to Handel's water music with my body • I can use instruments to create my own water music using different containers filled with different amounts of water and other instruments • I can confidently select and choose own instruments to create own beats and sequences independently and within a group. I can talk about how I can make my sequence even better. • I can create a role play scenario using the small world
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The Computational Thinkers

Early Years

Concepts

-  **Logical Reasoning**
anticipating and explaining
-  **Abstraction**
working out what is important and ignoring what is not important
-  **Pattern**
comparing, spotting similarities and differences
-  **Algorithms**
instructions and sequencing
-  **Decomposition**
breaking problems down into steps

Approaches

-  **Tinkering**
playing and exploring
-  **Creating**
making things, checking things and fixing things
-  **Collaboration**
playing and working cooperatively
-  **Persevering**
not giving up



We're all computational thinkers

Ongoing Computational Concepts in EY (These may be cross- curricular)








Logical Reasoning Prompts and Questions	Abstraction Prompts and Questions	Pattern Prompts and Questions	Algorithms Prompts and Questions	Decomposition Prompts and Questions
<p>I wonder what will happen... I wonder how it works... Will it...float/ sink/ break/ fall etc? Why? Why not? What happened? Did that surprise you? Why? What have you found out? How do you know that?</p>	<p>What do you need to include? Which parts are important? Why do/ don't you need that? Why did you choose to include...? Do you have the same as? How is yours different? Is that important?</p>	<p>Are these (objects, pictures etc.) the same? What is the same/ different about them? Can you explain the pattern? How can we continue the pattern? Is there a mistake in this pattern? I wonder how we could fix it... Could you make your own pattern from? What is the rule for your pattern?</p>	<p>Which one might come first? What comes next? Which one is before/ after this one? Which one is the last one? Can you put these steps into the right order?</p>	<p>What do we need to do? What are the main parts we need to do/make? What do we need to do first? Which part shall we think about next? Self-talk/model how you (the adult) is splitting the task into parts to make it easier, e.g. first we need to make the cake mix, next put the cakes in the oven, and put the icing on.</p>

Ongoing Approaches in EY (These may be cross- curricular)

Collaboration Prompts and Questions	Creating Prompts and Questions	Tinkering Prompts and Questions	Persevering Prompts and Questions
What shall I do? Good idea, I will get... Who did you work with? Whose turn is it? Do you have the same as...? Who can you work with to change this?	How did you make it? Show me what it does. Did you test it? What do you like about yours? Does it work as you wanted it to? I wonder how it could be better? What could you do to change it?	Have a go... Why don't you try... What do you think will happen? I wonder what might happen if...	Self- talk/ model how you (the adult) is persevering with something tricky or challenging. Which part is tricky? How can we fix the tricky part? Let's try and finish what we have started.

	Autumn		Spring		Summer	
Technology	Settling In-Children's Interests (3-4 weeks) All About Me and people I know	Autumn/ Light and Dark/ Space	Where in the World?	Tell Me a Story (Spring)	Changes	Under the Sea
	<ul style="list-style-type: none"> I can talk about different technology at home and in school I can use different technology at home and school. I can switch on the i-pad I can select an app 		<ul style="list-style-type: none"> I can use the i-pad to take pictures of my school. I can use the coding plates to create a change on the Duplo track. <ul style="list-style-type: none"> I can use an app 		<ul style="list-style-type: none"> I can use the Coding Duplo Train to make a story walk. I can experiment with the spheros I can use Sketches School to create pictures. I can take photos to show changes over time (chicks.) 	

Early Learning Goals- End of Year

<p>Communication and Language</p> 	<p>Personal Social and Emotional Development</p> 	<p>Physical Development</p> 	<p>Literacy</p> 	<p>Mathematical Development</p> 	<p>Understanding the World</p> 	<p>Expressive arts and Design</p> 
<p>Listening, Attention and Understanding ELG Children at the expected level of development will:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Self-Regulation ELG Children at the expected level of development will:</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour Word Reading ELG accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p style="text-align: center;">Managing Self ELG</p>	<p>Gross Motor Skills ELG Children at the expected level of development will:</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills ELG Children at the expected level of development will:</p>	<p>Comprehension ELG Children at the expected level of development will:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Number ELG Children at the expected level of development will:</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns ELG Children at the expected level of development will:</p>	<p>Past and Present ELG Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p>People Culture and Communities ELG Children at the expected level of development will:</p>	<p>Creating with Materials ELG Children at the expected level of development will:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive ELG Children at the expected level of development will:</p>

<p>Speaking ELG Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Children at the expected level of development will:</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p>Building Relationships ELG Children at the expected level of development will: Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Children at the expected level of development will:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing ELG</p> <p>Children at the expected level of development will: Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World ELG Children at the expected level of development will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Understand some important processes and changes in the natural world around them,</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>
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					including the seasons and changing states of matter.	
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