

Hollingbourne Primary School



Early Years Curriculum

The Early Years Foundation Stage is the period of education from birth to 5 years. At Hollingbourne we have a Reception class that caters for up to 15 4-5-year-olds. Hollingbourne Primary School has embraced the EYFS Curriculum and Birth to 5 Matters guidance, ensuring that the Early Learning Goals within the Early Years Statutory Framework set the expectations of what children should be able to do at the end of Reception.

We want our children to develop a sense of pride in themselves and respect for others in their class, school and our local community.

We want to foster partnerships with families and engagement in their child's learning journey. We work in partnership with parents, carers and outside agencies to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.

We provide an ambitious curriculum which enables children to develop their curiosity, problem-solving skills and risk management. This will sow the seeds for a love of lifelong learning.

We strive to support our children to become eloquent orators speaking with confidence and fluency in a variety of situations, developing an enriched vocabulary and understanding. We encourage them to develop a life-long love for reading that starts with the foundations of early reading through phonics.

We understand and follow each child's interests and for these to be nurtured to ignite their awe, wonder and enthusiasm for learning.

Through developing learning behaviors such as playing and exploring, active learning and creating and thinking critically, we champion children to be autonomous with their own learning. We want them to plan, implement, consolidate and deepen knowledge and ensure they meet their next steps.

We have created an engaging and stimulating environment, both inside and outside, which supports and challenges learning and investigation. It stimulates the children physically and mentally, developing their health and wellbeing. We offer the encouragement to manage risk and develop resilience. This will all prepare children to reach the Early Learning Goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.

Intent/Curriculum

We deliver a carefully planned balance of adult-led teaching and child-initiated play in a stimulating and challenging indoor and outdoor environment.

We utilise high-quality, scaffolded interactions that allow children to select and use resources effectively to achieve goals. Key questions are anticipated when planning for enhanced provision and wow moments as well as clear continuous provision plans situated around the learning environment for adults to use if/ when needed.

We prioritise early language, reading and vocabulary development to ensure all children become confident communicators and readers. Through a carefully sequenced phonics curriculum, children build secure knowledge and skills when learning to read and write. Early reading is central to our intent. We follow Little Wandle Letters and Sounds Revised to deliver high-quality, systematic phonics teaching from the start of Reception. This ensures children develop secure decoding skills, fluency and a love of reading, preparing them for success in Key Stage 1 and beyond.

At Holingbourne, we develop strong foundations in early mathematics by nurturing children's natural curiosity and enjoyment of numbers, patterns and problem-solving. Through meaningful play, practical exploration and rich mathematical talk, children build confidence in counting, recognising numerals, understanding quantity, shape, space and measure. We provide carefully planned opportunities that allow children to explore mathematical concepts in real-life contexts, encouraging reasoning, resilience and critical thinking. Planning ensures coherence runs through every aspect of our mathematics curriculum with focuses on variation, fluency, mathematical thinking, representation and structure.

Our curriculum ensures that all children, regardless of starting point, develop a deep and secure understanding of number and numerical patterns in line with the EYFS framework, preparing them for success in Key Stage 1 and beyond.

Implementation/ Teaching

At Hollingbourne, our aim is to cultivate a lifelong love of learning through a child-centered, play-based curriculum that fosters curiosity, resilience, and independence.

Our EYFS curriculum is delivered through purposeful play, direct teaching and carefully planned adult interactions. Staff model language and incorporate new vocabulary, scaffold learning and provide timely challenge to deepen understanding. Continuous provision is thoughtfully organised to reinforce key skills across all areas, with a strong focus on early language, reading, writing and mathematics.

Assessment is ongoing and responsive, ensuring learning builds progressively from each child's starting point. High expectations, strong relationships and consistent routines enable all children to feel secure, engaged and ready to learn.

Impact/ Achievement

Children are confident, inquisitive, and independent learners who demonstrate high levels of curiosity and engagement. They manage their own needs, form strong relationships, and communicate their feelings effectively. Children complete their Early Years as happy, competent, and confident individuals prepared for the next stage of their education.

Our small-school community ensures every child is truly known, valued and supported as an individual. Because we see each child's unique strengths and starting points, progress is strong across reading, writing and mathematics. Children develop confidence as readers, apply their writing skills with independence and demonstrate secure understanding in early maths.

Our family ethos means we celebrate all achievements – academic success, personal milestones and the consistent upholding of our school values. Pupils are proud of their learning, resilient in their approach and kind in their relationships.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Book Focus Cycle A						
Book Focus Cycle A						
Other key texts that could be used Cycle A	Superpower Like Mine Traction Man Real Superheroes There's a Superhero in Your Book	Aliens Love Underpants Alien School Alien in Your Book Jolly Christmas Postman Dear Santa The Christmas Story Dear Father Christmas	Non-Fiction- Dinosaurs Fact Files That's Not My Dinosaur Stomp Dinosaur Stomp	Non-fiction- minibeasts The Bad Tempered Ladybird The Very Hungry Caterpillar Mad About Minibeasts Superworm What the Ladybird Heard	Non-fiction- planting and growing The Tiny Seed Titch How I grow	Non-fiction- space The Way Back Home How to Catch a Star
Other key texts that could be used Cycle B	What Are Feelings For? The Feelings Book Angry Cookie The Family Book All About Families What Makes A Family?	Jolly Christmas Postman Dear Santa The Christmas Story Dear Father Christmas	Little Red Riding Hood Goldilocks and the 3 Bears 3 Billy Goats Gruff	Beyond the Pond The Whisper Journey	Maisy Goes to London Katie in London Non-fiction- The Great Fire of London	Pirates Love Underpants Ten Little Pirates The Pirates Next Door

Communication and Language

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Listening, Attention and Understanding	<p>To understand how to listen carefully. To understand why listening is important. To be able to follow simple instructions/directions. To begin to know the rules of the school and the high expectations for all.</p> <ul style="list-style-type: none"> Joining in with settling in activities and games Joining in with carpet times/ circle times. Signing nursery rhymes. Introducing the Zones of Regulation using colours and matched feelings. Adults modelling using manners and having high expectations of this "Thank you!" "Good morning" "How are you?" "Please could you pass me...?" High expectations linked to kindness and pointing out when the children make good choices linked to behaviour expectations. 	<p>To engage in story times, joining in with repeated phrases and actions. To begin to understand how and why questions. To respond to instructions with more than one step.</p> <ul style="list-style-type: none"> Links to festivals children's experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Showing developing listening skills. Sharing ideas, opinions and thoughts with others. 	<p>To ask questions to find out more. To begin to understand humour. To understand a range of sentence structures.</p> <ul style="list-style-type: none"> Listening to stories to build familiarity, understanding and increase vocabulary. Retelling a story using story language. Asking how and why questions. Using newly acquired 'topic' vocabulary in a range of settings. 	<p>To retell a story. To follow a story without pictures of props.</p> <ul style="list-style-type: none"> Showing sustained focus when listening to a story. Describing events in detail using conjunctions 'and' or 'because'. Understanding and using question words such as what, where, who. Using newly acquired 'topic' vocabulary in a range of settings. Holding conversation in back and forth exchanges with adults and peers. 	<p>To understand questions such as who, what, where, when, why and how.</p> <ul style="list-style-type: none"> Enjoys retelling stories with an increased knowledge of story language and vocabulary. Relating the stories they have listened in their lives and their role-play. Making up their own stories with beginning, middle and end. 	<p>To have conversations with adults and peers with back and forth interactions, responding appropriately.</p> <ul style="list-style-type: none"> Talking about own abilities in positive way. Listening 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. Offer explanations for why things might happen. Sharing experiences from their lives using full sentences.
Speaking	<p>To talk in front of a small group. To talk to their teacher and other supporting adults. To learn new vocabulary linked to the project learning.</p> <ul style="list-style-type: none"> Adults modelling language throughout the day focusing closely on speaking in full sentences and modelling back what the children say with the correct grammar. Adults allowing children time to settle and become more confident to speak to others. Opportunities that engage children and give them a reason to talk and build up with speaking skills. 	<p>To answer questions in front of a whole class. To use new vocabulary throughout their learning and play.</p> <ul style="list-style-type: none"> Encouraging to use newly acquired vocabulary in a range of settings. Developing confidence to speak to new peers and adults. 	<p>To develop confidence to talk to other adults they know at school. To talk in sentences using a conjunction e.g. and or because.</p> <ul style="list-style-type: none"> Showing an ability to speak in full sentences using language to develop relationships. Giving the children the opportunity to speak to others around school. Visiting other classes/ adults to build up their confidence when speaking to others. 	<p>To share their work with others. To use new vocabulary in a range of contexts. To engage in non-fiction books.</p> <ul style="list-style-type: none"> Opportunities to show work to others around the school, 	<p>To link statements and stick to a main theme. To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.</p> <ul style="list-style-type: none"> Continuing to ask a range of questions to gain knowledge. Using newly acquired 'topic' vocabulary in a range of settings. 	<p>To talk to a range of adults around the school. To talk about why things happen. To talk in sentences using a range of tenses.</p> <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

ELG Listening, Attention and Understanding

- Listens attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Gross Motor	<p>To move safely within a given space. To stop safely when running or using a balance bike. To develop control when using basic equipment e.g. scissors.</p> <ul style="list-style-type: none"> Joining in with cooperation games Climbing on outdoor equipment Exploring different ways of moving. Helping individual children to develop good personal hygiene. Providing daily reminders about thorough handwashing and toileting. Risk management when climbing Weekly 'Bikeability' sessions Weekly PE sessions- striking and fielding games Mark making on a large scale to help develop shoulder and elbow strength. 	<p>To run, change direction and stop on a given signal. To jump, hop, balance and move in a variety of ways with increasing control.</p> <ul style="list-style-type: none"> Ball skills- throwing and catching. Skipping ropes in the garden Dance related activities. Weekly 'Bikeability' sessions Weekly PE sessions- invasion games Mark making on a large scale to develop shoulder and elbow strength. Begin to draw lines and circles using gross motor movements. 	<p>To demonstrate control over their body when moving around a range of spaces. To create short sequences using shapes, balances and travelling movements. To developing rocking and rolling. To safely explore apparatus, balancing, travelling and jumping safely; around, over and through.</p> <ul style="list-style-type: none"> Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Dance / moving to music. Weekly PE sessions- gymnastics. Weekly 'Bikeability' sessions Mark making on a large scale to develop shoulder and elbow strength. 	<p>To move in time to a piece of music, following the rhythm and use counting to help keep in time. To copy and create actions in time to a piece of music. To communicate ideas through movement, demonstrating confidence and imagination.</p> <ul style="list-style-type: none"> Balance- children moving with confidence dance related activities Weekly PE sessions- net and wall games. Weekly 'Bikeability' sessions Mark making on a large scale to develop shoulder and elbow strength. 	<p>To play by rules given and develop co-ordination. To learn to play as a team. To learn to play against an opponent. To follow instructions safely and carefully when playing team games.</p> <ul style="list-style-type: none"> Obstacle activities children moving over, under, through and around equipment. Encouraging children to be highly active and get out of breath several times every day. Weekly PE sessions- athletics Mark making on a large scale to develop shoulder and elbow strength. Weekly 'Bikeability' sessions 	<p>To throw and catch with a partner. To roll and track a ball. To dribble a ball using hands and then feet. To develop accuracy when throwing to a target.</p> <ul style="list-style-type: none"> Weekly PE sessions- target games Mark making on a large scale to develop shoulder and elbow strength. Weekly 'Bikeability' sessions Negotiating space and obstacles safely, with consideration for themselves and others. Demonstrating strength, balance and coordination when playing. Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor	<p>To use a dominant hand. To mark make using shapes. To begin to use a tripod grip when using mark making tools – froggy legs. To thread large beads. To use large pegs. To begin to hold scissors correctly and make snips in paper. To use tweezers to transfer objects. To make points in playdoh by pinching.</p> <ul style="list-style-type: none"> Daily dough disco. Daily name writing activities. Weekly threading, playdough, cutting, and weaving to strengthen wrists and fingers. Show preference for dominant hand. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip. 	<p>To begin to hold a knife and fork correctly. To begin to use anticlockwise movements and retrace vertical lines. To hold scissors correctly and cut along a straight or zig zagged line. To use a tripod grip when mark making. To write taught letters using correct letter formation. To use thicker paint brushes when mark making/ painting.</p> <ul style="list-style-type: none"> Daily name/CVC writing activities. Daily dough disco. Weekly threading, cutting, weaving and playdough activities to strengthen wrists and fingers. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Begin to manipulate objects with good fine motor skills. 	<p>To continue to use a tripod grip for mark making. To thread with small beads. To use small pegs. To write taught letters using correct letter formation.</p> <ul style="list-style-type: none"> Daily name/CVC writing activities. Daily dough disco. Weekly threading, cutting, weaving and playdough activities to strengthen wrists and fingers. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors. 	<p>To hold scissors safely and correctly and cut out large shapes. To write letters using the correct letter formation and control the size of the letters formed.</p> <ul style="list-style-type: none"> Daily name/CVC writing activities. Daily dough disco. Weekly threading, cutting, weaving and playdough activities to strengthen wrists and fingers. Hold pencil effectively with comfortable grip. Forming recognisable letters. Start to colour inside the lines of a picture Build things with smaller linking blocks, such as Duplo or Lego. Start to draw pictures that are recognisable. 	<p>To hold scissors safely and correctly and cut out various materials. To paint using thinner brushes. To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.</p> <ul style="list-style-type: none"> Daily name/CVC/sentence writing activities. Daily dough disco. Weekly threading, cutting, weaving and playdough activities to strengthen wrists and fingers. Developing pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cutting along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross. 	<p>To create detail in drawings, using a range of tools accurately. To cut out shapes, materials and resources with skill and accuracy. To independently use a knife and fork for all appropriate meals. To use a pencil to form letters correctly.</p> <ul style="list-style-type: none"> Holding a pencil effectively in preparation for fluid writing using the tripod grip. Daily dough disco. Weekly threading, cutting, weaving and playdough activities to strengthen wrists and fingers. Form letters correctly Copy a square. Draw diagonal lines, like in a triangle. 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 independently and will full control.

ELG Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG Fine Motor Skills

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

Personal, Social and Emotional Development

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Self-Regulation	<p>To recognise different emotions. To understand how people show emotions. To focus during short whole class activities. To follow one-step instructions.</p>	<p>To talk about how they are feeling; comfortable, uncomfortable. To consider how others are feeling and how their behaviour affects that. To change their behaviour to a range of situations.</p>	<p>To maintain their focus during longer whole class input sessions. To follow an instruction which involves more than one step.</p>	<p>To manage their feelings and emotions using our PATHS approach e.g. stop, give yourself a cuddle, take a deep breath and talk about the problem and their feelings. To continue to consider the needs and feelings of others.</p>	<p>To continue to learn how to manage and control their emotions using a range of techniques e.g. PATHS approach e.g. stop, give yourself a cuddle, take a deep breath and talk about the problem and their feelings.</p>	<p>o be able to maintain their focus during extended whole class teaching sessions and independent learning activities</p>
	<ul style="list-style-type: none"> • Throughout the year children will work towards simple goals. • Being able to wait to wait for what they want • Control their immediate impulses when appropriate. • Give focused attention to what the teacher says. • Responding appropriately even when engaged in activity. • Showing an ability to follow instructions involving several ideas or actions. • Controlling own feeling and behaviours. • Able to concentrate on a task. • Applying personalised strategies to return to a state of calm. • Able to ignore distractions. • Thinking before acting. • Able to curb impulsive behaviours. • Behaving in ways that are socially acceptable. • The ability to persist and persevere. 					<ul style="list-style-type: none"> • Showing an understanding of their own feelings and those of others. • Beginning to regulate their behaviour accordingly. • Set and work towards simple goals. • Being able to wait for what they want. • Controlling their immediate impulses when appropriate.
Managing Self	<p>To independently be able to - Use the toilet, wash hands, put coat on, change shoes into wellington boots. To explore the Reception environment. To begin to understand the rules of the school.</p> <ul style="list-style-type: none"> • Transition- getting to know new adults and peers. • Getting settled into new environment. • Understanding that their home adults will come and collect them when the school day has finished. • New Beginnings. • Seeing themselves as a valuable individual. • Class Rule Rules and Routines. • Supporting children to build relationships with their peers and new adults. • Zones of Regulation- linking feelings to coloured zones. 	<p>To have confidence to try new activities. To develop ability to follow the rules of the school. To begin to understand and show the school values.</p> <ul style="list-style-type: none"> • Getting on and falling out. • How to deal with anger Emotions. • What makes a good friend. • Understanding the school values. • Building self - Confidence and a growth mindset. • Build constructive and respectful relationships. • Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. • Discuss why we take turns, wait politely, tidy up after ourselves. • Zones of Regulation- colours linking to happy and sad. 	<p>To begin to show resilience and perseverance when faced with a challenge. To independently manage to fasten a zip on a coat. To independently manage to fasten button.</p> <ul style="list-style-type: none"> • Learning about qualities and differences. • Celebrating differences • Encourage them to think about feelings of others by giving explicit examples of how others might feel in particular scenarios. • Zones of Regulation- thinking about what zone they are in and why. • Understanding mental and physical wellbeing 	<p>To identify and name healthy foods. To understand the importance of healthy food choices.</p> <ul style="list-style-type: none"> • How can I be healthy? • Random acts of Kindness. Looking after others. • Give children strategies for staying calm in the face of frustration. • Continuing the understanding of a growth mindset. • Talk them through why we take turns, wait politely, tidy up after ourselves. 	<p>To show a good level of independence in their ability to manage their own basic needs. To independently put their uniform on including managing to fasten zip buttons and buckles with minimal support.</p> <ul style="list-style-type: none"> • Looking after others. • Keeping friendships. • Dreams and Goals. • Show resilience and perseverance in the face of challenge. • Looking After our Planet. 	<p>To show a 'can do' attitude to change and transition.</p> <ul style="list-style-type: none"> • Taking part in sports day. Winning and losing. • Looking at how far I've come. Be confident to try new activities. • Show independence, resilience and perseverance in the face of challenge. • Explain the reasons for continuing to follow rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Personal, Social and Emotional Development

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>To seek support from adults when needed.</p> <p>To gain confidence to speak to others in their class and to adults. To play with children who are playing with the same activity.</p>	<p>To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable.</p> <p>To begin to develop friendships.</p> <p>To begin to develop positive relationships with staff</p>	<p>To begin to work as a group with support from adults.</p> <p>To take turns during group work and when playing games together.</p>	<p>To listen to the ideas of others.</p> <p>To find solutions to disagreements, with support from adults.</p>	<p>To develop relationships with other adults around the school.</p> <p>To communicate with a range of people within school.</p>	<p>To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play.</p> <p>To have developed strong friendships.</p>

Building Relationships

Throughout the year children will work towards forming relationships with the adults and their peers.

Begin to understand how relationships are formed

Show an ability to show sensitivity to other's needs.

Playing a range of turn taking games with adults and peers.

Working cooperatively with others, listening to their ideas as well as expecting others to listen to them.

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

ELG Self - Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Literacy

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Comprehension	<p>To use pictures to tell stories. To listen to stories read and engage in story time. To independently look at a book, holding it the correct way and turning pages carefully.</p> <ul style="list-style-type: none"> Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Noticing name in environment. Having a favourite story/rhyme. Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories Beginning to learn new vocabulary. Understand that print carries meaning. 	<p>To sequence familiar stories. To join in with repeated phrases and actions in stories. To begin to answer questions about stories read to them. To enjoy an increasing range of books, which may include fiction, non-fiction, poems and rhyme.</p> <ul style="list-style-type: none"> Retelling familiar stories using visuals and story maps. Retelling stories related to events through acting/role play. Retelling stories using images / apps. Naming and pointing out the front cover, illustration and title on a book. Enjoys an increasing range of books. Use a range of actions to retell the story. Continue to use story maps. Understand that we read from left to right. 	<p>To role play and act out stories they have heard. To begin to understand the sequence of a story, identifying the beginning, middle and end.</p> <ul style="list-style-type: none"> Retelling stories with recently introduced vocabulary. Making up stories with themselves as the main character. Sequencing stories – use vocabulary of beginning, middle and end. Encouraging children to record stories through picture drawing/mark making. Using recently introduced vocabulary during discussions about stories and during role-play. 	<p>To begin to predict what might happen next in a story. To suggest what might happen at the end of a story. To retell a story they have heard. To follow a story without pictures of props. To identify and talk about the characters in books they are enjoying listening to or reading.</p> <ul style="list-style-type: none"> Building fluency and understanding when reading. Re-reading books to build up their confidence in word reading, fluency, understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Develop their own narratives and explanations by connecting ideas or events. Begin to make predictions. 	<p>To begin to answer questions about what they have read. To use vocabulary that is influenced by their experience of books.</p> <ul style="list-style-type: none"> Explaining the stories they have listened to or have read themselves. Giving an opinion of a story and an explanation of why they have that opinion. Retelling a story with actions and / or picture prompts as part of a group. Using story language when acting out a narrative. Understanding and link rhyming words. Explaining the main events of a story. Drawing pictures of characters/event /setting in a story. 	<p>To answer questions about what they have read. To know information can be retrieved from books. To use a book to find the answer to a given question.</p> <ul style="list-style-type: none"> Demonstrating understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Drawing pictures of characters/ event/ setting in a story. Listening to stories, accurately Anticipating key events & respond to what they hear with relevant Making comments, asking questions and showing reactions to a range of texts. Making predictions. Beginning to understand that a non-fiction gives information. Understanding that fiction books are stories that are not real/ made up. Pointing to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
Word Reading	<p>To recognise their written name. To recognise taught Phase 2 sounds. To identify the initial sound in words. To begin to orally blend sounds in short words e.g. cat, dog.</p> <ul style="list-style-type: none"> Joining in with Little Wandle Phase 2 sessions (after baseline assessments are completed) Linking sounds to letters (see LW progression document) Beginning to take part in group reading during phonics sessions with adult modelling. Ensuring books are consistent with their developing phonic knowledge. LW Wordless at this stage unless able to confidently read Phase 2 Set 1 CVC words with 90% accuracy. 	<p>To recognise taught Phase 2 sounds. To begin to recognise new Phase 2 sounds. To blend sounds to read words using taught sounds. To begin reading simple captions and sentences using taught sounds.</p> <ul style="list-style-type: none"> Beginning to read CVC words by sound-blending and clapping. Beginning to spot Phase 2 diagraphs in words. Showing children how to touch each sound button or bar as they say each sound. Beginning to identify the tricky words sight. (See LW progression document). Phase 2 cards sent home. 	<p>To recognise taught Phase 2 sounds To read taught tricky words. To read books matching their phonics ability. To read captions and sentences using taught sounds. To begin to recognise digraphs in words.</p> <ul style="list-style-type: none"> Introducing Phase 3 diagraphs. Continuing to identify tricky words in Phase 2. Beginning to read words including Phase 3 diagraphs by sound-blending and clapping. Beginning to identify Phase 3 tricky words. (See LW progression document) Continuing to read simple captions and sentences linked to known sounds. Phase 3 cards to be sent home. 	<p>To recognise taught Phase 2 and 3 sounds. To read taught tricky words. To read books matching their phonics ability. To read captions and sentences using taught sounds.</p> <ul style="list-style-type: none"> Continuing to read simple captions and sentences. Reviewing all tricky words taught in Phase 2 and 3. Beginning to read longer words by chunking into smaller sections. Beginning to read words ending in 'ing', 's', 'es'. 	<p>To recognise taught Phase 2 and 3 sounds. To read taught tricky words. To read books matching their phonics ability. To begin to read longer captions and sentences using taught sounds.</p> <ul style="list-style-type: none"> Read and understand simple sentences. Begin to distinguish between lower case and capital letters. Begin to identify Phase 4 tricky words. (See LW progression document) Read Phase 2 and 3 tricky words by sight. 	<p>To recognise taught Phase 2 and 3 sounds. To read taught tricky words. To read books matching their phonics ability. To begin to read longer captions and sentences using taught sounds with confidence.</p> <ul style="list-style-type: none"> Reading and understanding sentences with fluency including some common exception words. Reading CVCC and CCVC words confidently. Saying a sound for each letter in the alphabet and at least 10 digraphs. Reading words consistent with their phonic knowledge by sound-blending. Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words.

Literacy

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing	<p>To copy letter shapes which are familiar to them. To give meaning to the marks they make as they write. To copy taught shapes and letters. To begin to write the initial sounds in words.</p> <ul style="list-style-type: none"> Representing name using name card as a visual aid. Using dominant hand when mark making Giving meaning to marks and labelling. Beginning to write initial sounds linked to phonics knowledge. Using initial sounds to label characters / images. Joining in with daily handwriting sessions. Handwriting/ pencil control patterns given for early morning work. Handwriting sent home to work on. 	<p>To write their name. To use some correct letter formations of taught letters. To write simple words and labels using taught sounds.</p> <ul style="list-style-type: none"> Writing Name, sometimes using name card. Writing messages. Practicing correct letter formation. Beginning to write CVC words. Labelling using initial sounds. Retelling stories in writing area. Following a pre-letter pattern (zig zags, waves, dots, straight lines). Joining in with daily handwriting sessions. Handwriting/ pencil control patterns given for early morning work. Handwriting sent home to work on. 	<p>To continue to form lower case letters correctly, from the correct starting point. To begin to write sentences using finger spaces. To spell words using taught sounds, including digraphs. To spell some tricky words correctly.</p> <ul style="list-style-type: none"> Continuing to write initial sounds in words. Beginning to write end sounds in words. Beginning to write some Phase 2 tricky words. Name writing from memory. Joining in with daily handwriting sessions. Handwriting/ pencil control patterns given for early morning work. Handwriting sent home to work on. 	<p>To begin to form some capital letters correctly. To begin to write simple captions and sentences, sometimes adding a full stop at the end. To spell words using taught sounds, including digraphs.</p> <ul style="list-style-type: none"> Beginning to write simple captions. Creating own story maps, Writing labels. Writing words to accompany story maps. Focusing on correct letter formations. Beginning to write some Phase 3 tricky words. Joining in with daily handwriting sessions. Handwriting/ pencil control patterns given for early morning work. Handwriting sent home to work on. 	<p>To form lower and capital letters correctly. To begin to write longer words which are spelt phonetically. To begin to use a capital letter at the start of a sentence. To begin to read their written work back and check for meaning. To continue to write simple captions and sentences using known graphemes.</p> <ul style="list-style-type: none"> Writing simple sentences. Writing for a purpose in role play using phonetically plausible attempts at words. Beginning to use finger spaces between words. Forming lower-case letters correctly. Beginning to form capital letters correctly. Joining in with daily handwriting sessions. Handwriting/ pencil control patterns given for early morning work. Handwriting sent home to work on. 	<p>To form lower and capital letters correctly. To write sentences using a capital letter, finger spaces and a full stop with support if needed. To begin to read their written work back and check for meaning.</p> <ul style="list-style-type: none"> Writing simple sentences and phrases that can be read by others. Writing sentences using a range of tricky words that are spelt correctly. Continuing to use full stops. Using finger spaces between words. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Literacy

ELG Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

ELG Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Phonics

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Little Wandle	<p>Introduction of Phase 2 (after baseline assessments are complete)</p> <p>Graphemes Week 1: s, a, t, p Week 2: i, n, m, d Week 3: g, o, c, k Week 4: ck, e, u, r Week 5: h, b, f, l</p> <p>Tricky Words Week 1: N/A Week 2: N/A Week 3: is Week 4: l Week 5: the</p>	<p>Continuation of Phase 2</p> <p>Graphemes Week 1: ff, ll, ss, j Week 2: v, w, x, y Week 3: z, zz, qu, ch Week 4: sh, th, ng, nk Week 5: N/A</p> <p>Tricky Words Week 1: put, pull, full, as Week 2: and, has, his, her Week 3: go, no, to, into Week 4: she, push, he, of Week 5: we, me, be</p> <p>Additional Skills Words ending in s /s/. Words ending in s /z/.</p>	<p>Introduction of Phase 3</p> <p>Graphemes Week 1: ai, ee, igh, oa Week 2: oo, oo, ar, or Week 3: ur, ow, oi, ear Week 4: air, er Week 5: N/A</p> <p>Tricky Words Week 1: N/A Week 2: was, you, they Week 3: my, by, all Week 4: are, sure, pure Week 5: N/A</p> <p>Additional Skills Words with double letters: dd, mm, tt, bb, rr, gg, pp, ff</p>	<p>Continuation/ recall of Phase 3</p> <p>Graphemes Reviewing all taught so far.</p> <p>Tricky Words Reviewing all taught so far.</p> <p>Additional Skills Longer words- chunking. Words with more than one digraph. Words ending in -ing. Words ending in -es /z/</p>	<p>Introduction of Phase 4</p> <p>Graphemes Reviewing all taught so far.</p> <p>Tricky Words Reviewing all taught so far. Week 1: said, so, have, like Week 2: some, come, love, do Week 3: were, here, little, says Week 4: there, when, what, one Week 5: out, today</p> <p>Additional Skills Short vowels CVCC Short vowels CCVC Short vowels CCVCC CCCVC CCCVCC Longer words Compound words Words ending in -ing, -ed /t/, -ed /id/ /ed/, -est.</p>	<p>Continuation/ recall of Phase 4</p> <p>Graphemes Reviewing all taught so far.</p> <p>Tricky Words Reviewing all taught so far.</p> <p>Additional Skills Long vowel sounds CVCC CCVC Long vowel sounds CCVC CCCVC CCV CCVCC Words ending in -s /s/, -s /z/, -es, -ing, -ed /t/, -ed /id/ /ed/, -est. Longer words</p>

Mathematics

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
White Rose Maths topics	Match, sort and Compare Measures and Patterns It's Me 1,2,3	Circle and Triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6,7,8	Length, Height and Time Building 9 and 10 Explore 3D shapes	To 20 and Beyond How Many Now? Manipulate, Compose and Decompose	Sharing and Grouping Visualise, Build and Map Make connections
Number	<p>To recognise numbers 1-5. To begin to subitise to 5. To find one more of numbers to 5. To find one less of numbers to 5. To explore the composition of numbers to 5. To match the written numeral to a quantity to 5. To know addition facts to make 5.</p>		<p>To recognise numbers 6-10. To begin to subitise to 10. To find one more of numbers to 10. To find one less of numbers to 10. To explore the composition of numbers to 10. To match the written numeral to a quantity to 10. To continue to recall addition facts that make 5 and identify the subtraction facts. To estimate a number of objects. To identify pairs of numbers that make 10. To begin to learn double facts.</p>		<p>To recognise numbers to 20. To revise pairs of numbers which equal 5. To continue to practise recalling pairs of numbers that make 10.</p>	<p>To know addition and subtraction facts to 10. To recall double facts to 10. To explore how to make numbers above ten using tens and ones.</p>
Numerical Patterns	<p>To identify which group of objects has more. To identify which group of objects has less. To compare quantities up to 5. To compare equal and unequal groups. To count forward to 5. To count back from 5.</p>		<p>To count forward to 8. To count back from 8. To count given objects up to 8. To order numbers to 8. To compare quantities to 8.</p>	<p>To count forward to 10. To count back from 10. To count given objects up to 10. To order numbers to 10. To compare quantities to 10. To understand the difference between odd and even numbers to 10. To combine two groups of objects by counting all of them together.</p>	<p>To add two given quantities to find the total. To subtract a one digit from another one digit number. To count forwards to 20.</p>	<p>To know that 1, 3, 5, 7, 9 are odd numbers. To know that 2, 4, 6, 8 and 10 are even numbers. To count back from 20.</p>

ELG Number

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Shape, Space and Measure – there are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.

Understanding the World

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Past and Present	<p>To understand that I am special. To understand that everyone is different and that is something to celebrate. To talk about past events in own life.</p> <ul style="list-style-type: none"> Who am I and what do I like/ dislike? Can talk about what they do with their family and places they have been with their family. Ourselves – parts of the body. Our school. Role play – home setting. 	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling. To talk about special times for myself and my family.</p> <ul style="list-style-type: none"> Understanding special times and what makes them special. Understanding how bonfire night is celebrated in the UK. Understanding how Christmas is celebrated by Christians. Bonfire night/ Guy Fawkes The Nativity 	<p>To be able to identify how they have changed from when they were a baby To talk about the lives of the people around us. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p> <ul style="list-style-type: none"> Their past and their life as a baby. Understanding how others are different from us. Understanding why I am special and what makes me special. 	<p>To name a range of people in my family. To name a range of jobs my family have. To understand who can help us in different situation/ places.</p> <ul style="list-style-type: none"> Commenting on photos of their family – naming who they can see and of what relation they are to them. Name and describe people who are familiar to them. Past and Present Roles of different jobs around us. What jobs do our family members do? Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. 	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. To know about the past through settings, characters and events encountered in books read in class and storytelling</p> <ul style="list-style-type: none"> Understanding the events in Great Fire of London. Understanding how the houses in 1666 were different from the houses today. 	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. To know about the past through settings, characters and events encountered in books read in class and storytelling</p> <ul style="list-style-type: none"> Understanding who the first person on the moon was and how this was an important part of history. Discuss the events of the moon landing. Looking back on our time in Reception and what have learnt.
People, Culture and Communities	<p>To be able to talk about their own lives. To recognise similarities and differences between themselves and their peers. To know the name of the town where they live/ go to school.</p> <ul style="list-style-type: none"> Describing their environment around them. Discussion events that they have encountered and are anticipating. Knowing who can help them at school. Understanding school rules and values. 	<p>To identify different celebrations and how people celebrate. To know the Christmas story. To know how Christians celebrate Christmas.</p> <ul style="list-style-type: none"> Christmas traditions with their families. Bonfire night traditions with their families. Focusing on Guy Fawkes and how different London is now to how it was then. Understanding the local area and what it is like in Hollingbourne. Local area walks/ observations. 	<p>To talk about Chinese New Year celebrations. To know why we celebrate Pancake Day. To take part in Pancake day celebrations. To think about why my mummy is special to me.</p> <ul style="list-style-type: none"> Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day Easter Mother's Day 	<p>To know that Christians celebrate Easter. To know how Christians celebrate Easter. To know about people who help us within the local community.</p> <ul style="list-style-type: none"> Exploring what makes a family. Understanding the varying members of a family unit. Understanding that not everyone has the same family unit as them and that's ok. Knowing what a healthy relationship is (within friendships) 	<p>To know that London and Hollingbourne are in England. To know England is a country. To talk about some man-made features of London and Hollingborune.</p> <ul style="list-style-type: none"> Describing their local area and a contrasting city. What are the similarities and differences between Hollingbourne and London? 	<p>To think about why my daddy is special to me. To know that simple symbols are used to identify features on a map.</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some stories in Christianity and how these could link to what we do. Identifying similarities and differences in cultures.

Understanding the World

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Natural World	<p>To name the 4 seasons. To identify the seasonal changes in autumn. To discuss what has been observed.</p> <ul style="list-style-type: none"> Seasons – Autumn – observing similarities, differences and changes. Local area exploration- encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. 	<p>To know we use our ears to hear. To name some loud and quiet noises. To begin to understand that noises far away are quiet and noises closer and louder.</p> <ul style="list-style-type: none"> Sound- exploring different types of sound and how it can travel and change. 	<p>To name the 4 seasons. To identify the seasonal changes in winter. To discuss what has been observed.</p> <ul style="list-style-type: none"> Seasons – Winter – observing similarities, differences and changes over time. Local area exploration- encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Melting ice experiments. Care and concern for living things (animals) Observing and caring for minibeasts. Looking after the caterpillars. Making observations and drawing pictures of animals. 	<p>To name the 4 seasons. To identify the seasonal changes in spring. To discuss what has been observed. To know how to look after living things. To know what living things need to survive.</p> <ul style="list-style-type: none"> Seasons- Spring – observing similarities, differences and changes over time Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Observing minibeasts. Looking after the caterpillars. 	<p>To know how to look after living things. To know what living things need to survive. To know what damages our planet. To think of some ways we can help the environment. To name some natural features in London and Hollingbourne.</p> <ul style="list-style-type: none"> Care and concern for living things (plants and trees). Planting Sunflowers, beans and other flowers. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Making observations and drawing pictures of plants. Create opportunities to discuss how we care for the natural world around us. 	<p>To name the 4 seasons. To identify the seasonal changes in spring. To discuss what has been observed. To point out land and water. To predict what objects might float and sink.</p> <ul style="list-style-type: none"> Seasons – Summer – observing similarities, differences and changes over time. Exploring the differences between land and water and what this looks like on a range of maps. Floating and sinking exploration. Understanding space is part of the natural world.
Technology	<p>To learn about e safety- Privacy and Security. To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons. To begin to tap on the screen to interact with games.</p>	<p>To learn about e safety- Online Relationships. To draw pictures of the IWB and be able to select colours and textures. To interact with MiniMash.</p>	<p>To learn about e safety- Online Bullying. To use the iPad to take pictures. To draw pictures of the IWB and be able to select colours and change pen size.</p>	<p>To learn about e safety- Online Reputation To use the IWB/ MiniMash, changing games and programmes.</p>	<p>To learn about e safety- Managing Online To explore how the Beebots work.</p>	<p>Begin to log into Purple Mash using my personal username and password.</p>

ELG Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

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.

ELG The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Technology – There are no early learning goals that directly relate to computing objectives, It is still expected that children will be introduced to appropriate technology and use it within their provision.

Expressive Arts and Design

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creating with Materials	<p>To name colours. To create simple representations of people and objects. To create a range of lines. To draw and colour with pencils, crayons and pens. To use colours for a particular purpose. To experiment with different mark making tools such as art pencils, pastels, chalk.</p> <ul style="list-style-type: none"> • Self portraits • Drawing and using different types of lines. • Use of the continuous provision and how to use the paint and creative areas. • Autumn pictures. • Using large loose parts in the garden. 	<p>To name colours. To create simple representations of people and objects. To explore different techniques for joining materials. To draw and colour with pencils, crayons and pens. To use colours for a particular purpose. To use some cooking techniques – Christmas biscuits</p> <ul style="list-style-type: none"> • Firework pictures. • Designing and baking Christmas biscuits • Listen to music and make their own dances in response. • Creating Christmas cards. • Using large loose parts in the garden. 	<p>To mix colours. To understand how to make green, orange and purple. To explore a range of materials inside and outside. To continue to explore joining techniques for a range of materials. To use collage materials and different textures.</p> <ul style="list-style-type: none"> • Winter pictures and scenes. • Chinese New Year - lanterns • Creating moving pictures using sliders. • Building houses to withstand strong winds. • Using large loose parts in the garden. • Painting and colour mixing. • Artist focus: Van Gogh (Starry Night and Sunflowers) 	<p>To experiment with different mark making tools such as art pencils, pastels, chalk. To explore a range of materials and explain why and how they have been used. To continue to explore joining techniques for a range of materials.</p> <ul style="list-style-type: none"> • Spring pictures. • Flower artwork. • Clay minibeasts • Using large loose parts in the garden. 	<p>To be able to identify texture, shape and colour. To share creations, talk about process and evaluate their work. To adapt work where necessary. To understand what weaving is. To show To design and make models with a purpose.</p> <ul style="list-style-type: none"> • Healthy Eating collages. • Weaving on a large and small scale. • London houses in 1666. 	<p>To create a collage in the style of Matisse. To use materials to explore sculpture. To be able to identify texture, shape and colour To design and make models with a purpose.</p> <ul style="list-style-type: none"> • Summer pictures. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • Artist focus: Henri Matisse and Snail. • Paper collage
Being Imaginative and Expressive	<p>To experiment with different instruments and their sounds. To explore the instruments and performance area in the garden.</p> <ul style="list-style-type: none"> • Singing familiar songs. • Learning new songs. • Harvest songs • Taking part in role play and taking on a range of roles from own experiences. 	<p>To join in with whole school singing assemblies. To experiment with different instruments and their sounds. To talk about whether they like/dislike a piece of music. To take on a range of roles and acting out narratives. To use costumes, songs and resources to act out the Nativity.</p> <ul style="list-style-type: none"> • Singing familiar songs. • Learning new songs. • Christmas songs. • Performing in the Nativity. • Christmas role play dressing up. • Following a simple beat. • Taking part in role play and taking on a range of roles from own experiences. 	<p>To join in with whole school singing assemblies. To create musical patterns using un-tuned instruments. To move in time to music and learn dance routines. To act out well-known stories.</p> <ul style="list-style-type: none"> • Creating sound effects. • Understanding rhythm. • Composing own rhythm using word patterns. • Taking part in role play and taking on a range of roles from own experiences. 	<p>To join in with whole school singing assemblies. To create musical patterns using un-tuned instruments. To move in time to music and learn dance routines. To act out well-known stories.</p> <ul style="list-style-type: none"> • Singing familiar songs. • Learning new songs. • Easter/ spring songs. • Playing a melodic instrument to the beat (drum/ claves/ eggs) . • Taking part in role play and taking on a range of roles from own experiences. 	<p>To talk about whether they like/dislike a piece of music. To move to a range of beats. To discuss our favourite songs/ music.</p> <ul style="list-style-type: none"> • Identifying how different types of music can make us feel. • Matching movements to music. • Taking part in role play and taking on a range of roles from own experiences. 	<p>To perform a range of songs and nursery rhymes. To move to the music. To take on a range of different roles, linking to a range of jobs and events that have happened in their own lives.</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others • Try to move in time with music. • Taking part in role play and taking on a range of roles from own experiences.

ELG Creating with Materials

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

ELG Being Imaginative and Expressive

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>SMSC</p> <p>British Values</p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain</p> <p>Valuing our community. Celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>	<p>Mutual respect</p> <p>To understand that we are all unique. To show respect to others. To understand differences between different people and their beliefs in our community, in this country and all around the world.</p>	<p>Mutual Tolerance</p> <p>To know everyone is valued. To know all cultures are celebrated. To understand that we all share and respect the opinions of others. To show mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Rule of law</p> <p>To all know that we have rules at school that we must follow. To know who to talk to if we do not feel safe. To know right from wrong. To recognise that we are accountable for our actions. To work together as a team when it is necessary.</p>	<p>Individual liberty</p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy</p> <p>To know we all have the right to be listened to. to respect everyone and know we value their different ideas and opinions. To have the opportunity to play with who we want to play with. To listen with intrigue and value and respect the opinions of others.</p>	N/A
<p>WOW moments</p>	<ul style="list-style-type: none"> • Transition • Birthdays • Harvest • Autumn walk • Forest School 	<ul style="list-style-type: none"> • Remembrance Day • Guy Fawkes/ Bonfire Night • Nativity • Christmas • Whole school Leeds Castle trip • Christmas Party • Forest School 	<ul style="list-style-type: none"> • Winter Walk • Pancake Day • Chinese New Year • Forest School 	<ul style="list-style-type: none"> • Spring Walk • World Book Day • Mother's Day • Easter • St George's Day • Internet Safety Day • Forest School <p><u>Cycle A only</u></p> <ul style="list-style-type: none"> • Caterpillar transformation • Animal encounters/ Zoo/ Farm 	<ul style="list-style-type: none"> • Summer Walk • Forest School <p><u>Cycle A only</u></p> <ul style="list-style-type: none"> • Planting and Growing <p><u>Cycle B only</u></p> <ul style="list-style-type: none"> • Great Fire of London house burning (campfire) 	<ul style="list-style-type: none"> • Teddy Bear's Picnic with new intake • Sports Day • Residential (day only) <p><u>Cycle B only</u></p> <ul style="list-style-type: none"> • Pirate Party
<p>Assessment</p>	<p>National Reception Baseline (RBA)</p> <p>Little Wandle</p> <p>Observations on Evidence Me</p> <p>Parents Evening</p>	<p>Little Wandle</p> <p>Speech and Language Link</p> <p>Observations on Evidence Me</p> <p>Moderation</p> <p>Pupil Progress Meeting</p>	<p>Little Wandle</p> <p>Observations on Evidence Me</p>	<p>Little Wandle</p> <p>Observations on Evidence Me</p> <p>Parents Evening</p> <p>Moderation</p> <p>Pupil Progress Meeting</p>	<p>Little Wandle</p> <p>Observations on Evidence Me</p>	<p>Little Wandle</p> <p>Observations on Evidence Me</p> <p>Moderation PDM</p> <p>Pupil Progress Meeting</p> <p>ELG/GLD submitted</p> <p>End of year Report to parents</p>