



Willoughby Primary School
Early Years Pedagogy Reception 4-5 years olds

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

Principles into Practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and diversity. We provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult.
- Have a key person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment indoors and out.

Foundation Stage Curriculum

Throughout their time in the EYFS our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs).

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

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

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

The **specific** areas are:

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

The curriculum is delivered using a play-based approach as outlined by the EYFS, where early years practitioners interact to stretch and challenge children further.

New topics are introduced to the children and they are encouraged to share what their current understanding of the topic is and what they would like to find out more about. It is also an opportunity for the children to consider ways in which they would like to go about their learning suggesting activity ideas and possible lines of enquiry. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are adult led across both the indoor and outdoor provision. Children have whole group times which increase as they progress through the EYFS with times for a daily phonics session using 'Literacy Counts Ready Steady Phonics', teaching aspects of mathematics and English, including shared reading and writing.

Characteristics of effective teaching and learning: On-going		
<p><i>Playing and exploring</i> <i>Realise that their actions have an effect on the world, so they want to keep repeating them.</i></p> <p><i>Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."</i></p> <p><i>Make independent choices.</i></p> <p><i>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</i></p>	<p><i>Active learning</i> <i>Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</i></p> <p><i>Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</i></p> <p><i>Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</i></p> <p><i>Keep on trying when things are difficult.</i></p>	<p><i>Creating and thinking critically</i> <i>Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.</i></p> <p><i>Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</i></p> <p><i>Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</i></p> <p><i>Know more, so feel confident about coming up with their own ideas. Make more links between those ideas</i></p>

<i>Respond to new experiences that you bring to their attention.</i>		<i>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</i>
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Early Years Progression Mapping Year: 4-5 Reception

EYFS Theme Cycle B	Autumn It's All About Me/Lights in the Sky	Spring Superheroes/Traditional Tales	Summer Down in the Garden/A Journey to the Coast
Cultural Capital/Enrichment opportunities	Celebrations assemblies Stay and Play singing Home Corner-Harvest time Tour of Church Christenings and new beginnings (RE cycle B) Making Soup and Bread for Harvest Home corner Bonfire Night Trip to the post box experience. Christmas and Diwali cookery activities Nativity performance at the Church Community celebrations – community carol service and harvest festival Pantomime visit Library loans Coram Life Education Workshop British Values	Celebrations assemblies Home corner- Chinese kitchen Chinese New Year celebration / cookery Pancake Day –Cooking Easter activities: Easter activities, Easter egg hunt Baking Easter Treats World Book Day Den making Community celebrations – school Easter service at church Forest School at Willoughby Woods British Values	Celebrations assemblies Home corner Seaside Café role play Baking Gardening/growing Community celebrations- end of term service Play in a Day British Values Sports day Whole school outdoor pursuits day
	Protected Characteristics Story Spine: That's not my name We are neighbours	Protected Characteristics Story Spine: You choose Blue Chameleon	Protected Characteristics Story Spine: Elmer The Odd Egg

Phonics and early reading: At Willoughby Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Literacy Counts Ready Steady Phonics*, which is a systematic and synthetic phonics programme approved by the DfE. We start teaching phonics as soon as the children start school, Literacy Counts Ready Steady Phonics ensures progression in phonics to support them becoming life long readers.

We use Literacy Counts Ready Steady Write for English and use the books from these to generate our topic themes. A balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.


Phonics			
	Reception Weeks 1-7 (Aut 1)	Phase 2	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss
	Reception Weeks 8-24 (Aut 2-Sum 1)	Phase 3	j, v, w, x, y, z, qu, zz, ch, sh, th, th , ng, nk, ai, ee, igh, oa, oo, oo , ar, or, ur, er, ow, oi, tt, gg, pp, nn, mm, air, ear, ure, CVC containing 2 or more digraphs, adding plural -s &-es
	Reception Weeks 25-32 (Sum 1&2)	Phase 4	CCVC short vowel CCVC long vowel Longer words and longer compound words Adding -ing

Prime Areas

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2: Y1 Readiness
Communication and Language A focus across EYFS- Communication and Language is developed throughout the year through high quality back and forth interactions, daily group discussions, whole class sharing, stories, nursery rhymes and poems, singing, speech and language interventions EYFS performances.	DAILY STORY TIME, SONGS, RHYMES <u>Listening and attention</u> Show good sitting and listening, knowing that listening is important. Engage with rhymes and stories. <u>Speaking</u> Talk about stories, using vocabulary from the text. Learn new vocabulary. Learn rhymes, poems and songs.	DAILY STORY TIME, SONGS, RHYMES <u>Listening and attention</u> Listen to rhymes and stories and build familiarity. <u>Speaking</u> Retain and demonstrate new vocabulary in play activities Learn rhymes, poems and songs.	DAILY STORY TIME, SONGS, RHYMES <u>Listening and attention</u> Listen to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. <u>Speaking</u> Articulate ideas and thoughts well in well-formed sentences. Begin to use connectives in sentences. Learn rhymes, poems and songs.	DAILY STORY TIME, SONGS, RHYMES <u>Listening and attention</u> Listen to and talk about a range of fiction and non-fiction books, developing new knowledge and vocabulary. <u>Speaking</u> Begin to retell stories, once they have developed familiarity with a text. Learn rhymes, poems and songs.	DAILY STORY TIME, SONGS, RHYMES <u>Listening and attention</u> Listen to and talk about a range of fiction and non-fiction books, developing new knowledge and vocabulary. <u>Speaking</u> Ask questions to find out more about what is being said to them, checking their understanding. Describe events in detail. Learn rhymes, poems and songs.	DAILY STORY TIME, SONGS, RHYMES <u>Listening and attention</u> Listen to and talk about a range of fiction and non-fiction books, developing new knowledge and vocabulary. <u>Speaking</u> Use new vocabulary in different contexts. Learn rhymes, poems and songs.
	Health and well-being		Relationships		Living in the Wider World	

<p>Personal, Social and Emotional Development</p> <p>Executive function refers to the ability to control our attention, remember instructions, manage emotional reactions and behaviours and organise our thinking. Self-regulation is when learners use these skills to control their behaviour. For young children, executive function and self-regulation are essential for a range of tasks, including engaging in purposeful play, sustaining attention, persisting with challenging tasks and taking turns. Executive function and self-regulation are important foundations for success in life and learning. These capabilities develop particularly rapidly in toddlers but continue to develop throughout childhood and into adulthood.</p> <p>Safeguarding in the curriculum: At Willoughby Primary School we use the NSPCC PANTS activities and book to help children understand that their body belongs to them, and they should tell a safe adult they trust if anything makes them feel upset or worried. Information is sent to parents prior to these lessons, with options to view the resources.</p>	<p>SCARF:</p> <p>Me and my relationships (3 year cycle of lessons)</p> <p>Self-regulation, Executive function skill development: Labels own emotions and the emotions of others. May sometimes feel frustrated or overwhelmed.</p>	<p>SCARF:</p> <p>Valuing difference(3 year cycle of lessons)</p> <p>Keeping ourselves safe Bonfire Night Safety</p> <p>Self-regulation, Executive function skill development: Learns to inhibit safety related behaviours.</p> <p>Able to focus on an activity for longer periods of time.</p> <p>Begins to play along with other children, accepting play and directing play.</p>	<p>SCARF:</p> <p>Keeping safe(3 year cycle of lessons)</p> <p>NSPCC PANTS Self-regulation, Executive function skill development: Able to talk about feelings and connect simple behaviours with emotions.</p> <p>Plays along with other children, accepting play and directing play.</p>	<p>SCARF:</p> <p>Rights and responsibilities (3 year cycle of lessons)</p> <p>Self-regulation, Executive function skill development: Able to follow a planned out set of steps to meet an end goal.</p> <p>Plays fast moving games and games requiring strategy to play.</p>	<p>SCARF:</p> <p>Being my Best(3 year cycle of lessons)</p> <p>Self-regulation, Executive function skill development: Developing time estimation and how long a task will take.</p>	<p>SCARF:</p> <p>Growing and changing (3 year cycle of lessons)</p> <p>Keeping Healthy Sun safety</p> <p>Self-regulation, Executive function skill development: Able to focus for longer periods of time</p>
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<p>Physical Development:</p> <p>Fine Motor Skills</p> <p><u>Pencil Grip development:</u></p> <p>Static Tripod Grip (Quadropod Grasp if adding 4th finger) Typically seen in age 3-4 Years:</p>	<p>Beginning to develop dynamic tripod grip-sitting pencil between thumb, index finger and middle finger. Pencil movement comes from finger tips</p>	<p>Beginning to develop dynamic tripod grip-sitting pencil between thumb, index finger and middle finger.</p> <p>Finger Gym</p>	<p>Comfortably and naturally using dynamic tripod grip. Able to sit correctly at a table, feet and chair legs on the floor, chair tucked in.</p>	<p>Beginning to sit writing on the line and forming letters in the correct direction, using ascenders and descenders</p>	<p>Able to sit writing on the line and forming letters in the correct direction, using ascenders and descenders</p> <p>Finger Gym</p>	<p>Finger Gym</p> <p>Dough Disco</p> <p>Moulding with</p>
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 <p>Dynamic Tripod Grip Typically seen in age 4-5 Years:</p>  <p>N.b. before teaching children correct pencil grips and posture for writing, staff will check: -that children have developed their upper arm and shoulder strength sufficiently -that they can rotate their lower arms and wrists independently. (Development Matters guidance)</p>	<p>Finger Gym Dough Disco</p> <p>Paper tearing.</p> <p>Malleable materials - making bread Copying bread shapes using playdough. Practicing different fastening when dressing up in disguise</p> <p>Building towers- Duplo</p> <p>Small world activities-linked to topic)</p> <p>A range of puzzles</p>	<p>Dough Disco</p> <p>Using string, pipe cleaners, elastic bands to join sticks to make characters.</p> <p>Manipulate malleable materials making diva lamps and salt dough Christmas shapes.</p> <p>Threading pasta and tissue to make Diwali Garlands.</p> <p>Small world activities-linked to topic.</p> <p>A range of puzzles</p>	<p>Finger Gym Dough Disco</p> <p>Using tongs/ chopsticks with different items in messy tray.</p> <p>Scissor skills- cutting paper to make lanterns for CNY.</p> <p>Folding paper to make fans, dragons, fish for Chinese New Year.</p> <p>Using tools to chop vegetables CNY cooking</p> <p>Using peg boards</p> <p>Small world activities-linked to topic.</p> <p>A range of puzzles</p>	<p>Finger Gym Dough Disco</p> <p>Manipulate playdough to Easter Bunny and Easter Eggs threading Activity.</p> <p>Easter playdough challenge, making and decorating eggs, exploring different tools + materials, scissors, rollers, sequins etc.</p> <p>Sticky flakes- potato flakes in tuff tray, add glitter, foil, water,</p> <p>Small world activities-linked to topic. A range of puzzles</p>	<p>Dough Disco</p> <p>Threading activities, hole punches, ribbons.</p> <p>Sensory tuff Tray activities, using tweezers, squeezey tweezers, handy scoopers.</p> <p>Small world activities--linked to topic.</p> <p>A range of puzzles</p>	<p>clay to make under water shells and fossils.</p> <p>Playdough lollipop sticks, stones, animal habitats, feathers to create sea creatures.</p> <p>Wrapping up – food to take on a picnic to the coast.</p> <p>Gluing lolly sticks to create a flag to put on top of a sand castle.</p> <p>Building – underwater world - Lego</p> <p>Small world activities-linked to topic – rock pool/beach coast line.. A range of puzzles</p>
<p>Gross Motor Skills EYFS framework-Activities to develop: Core strength Stability Balance Spatial awareness Co-ordination Agility</p>	<p>Able to independently get dressed, put on own coat and change shoes</p> <p>Outdoors: Opportunities to feel, move, balance.</p>	<p>Outdoors: Opportunities to feel, move, balance</p> <p>Wheeled resources- scooter, tricycles,</p> <p>Indoor- regular access to floor space for</p>	<p>Outdoors: Opportunities to feel, move, balance</p> <p>Wheeled resources- scooter, tricycles, bikes prams, carts</p> <p>Indoor- regular access to floor space for indoor</p>	<p>Outdoors: Opportunities to feel, move, balance</p> <p>Wheeled resources- scooter, tricycles, bikes prams, carts</p>	<p>Outdoors: Opportunities to feel, move, balance</p> <p>Wheeled resources- scooter, tricycles, bikes prams, carts</p>	<p>Can: Roll Crawl Walk jump Run Hop Skip climb</p>

Childdevelopment.com	<p>Wheeled resources- scooter, tricycles,</p> <p>Indoor- regular access to floor space for indoor movement activities, with opportunities to practice movements alone and with others.</p> <p>Obstacle courses</p> <p>Speed and direction activities</p> <p>Adventurous climbing</p> <p>Fixed climbing equipment</p> <p>Trim trail</p> <p>Dancing</p> <p>Playing with blocks</p> <p>Playground activities</p> <p>Throwing and catching different size balls</p> <p>Activities to bat, pat and hit a ball</p> <p>Outdoor stage activities</p> <p>Outdoor blackboard- water painting, chalk activities</p> <p>Able to copy movements modelled</p> <p>Outdoor blackboard/whiteboard</p>	<p>indoor movement activities, with opportunities to practice movements alone and with others</p> <p>Obstacle courses</p> <p>Adventurous climbing</p> <p>Speed and direction activities</p> <p>Fixed climbing equipment</p> <p>Trim trail</p> <p>Dancing</p> <p>Playing with blocks</p> <p>Playground activities</p> <p>Throwing and catching different size balls</p> <p>Activities to bat, pat and hit a ball</p> <p>Outdoor stage activities</p> <p>Outdoor blackboard- water painting, chalk activities</p> <p>Able to copy movements modelled</p>	<p>movement activities, with opportunities to practice movements alone and with others. Develop movements to conclude with a balance or stillness.</p> <p>Obstacle courses</p> <p>Secret garden- gardening</p> <p>Adventurous climbing and swinging</p> <p>Speed and direction activities</p> <p>Fixed climbing equipment</p> <p>Natural features in the school grounds</p> <p>Trim trail</p> <p>Dancing</p> <p>Playing with blocks</p> <p>Playground activities</p> <p>Throwing and catching different size balls</p> <p>Activities to bat, pat and hit a ball</p> <p>Outdoor stage activities</p>	<p>Indoor- regular access to floor space for indoor movement activities, with opportunities to practice movements alone and with others. Movements to conclude with a balance</p> <p>Speed and direction activities</p> <p>Secret garden- gardening</p> <p>Adventurous climbing and swinging</p> <p>Obstacle courses</p> <p>Fixed climbing equipment</p> <p>Natural features in the school grounds</p> <p>Trim trail</p> <p>Dancing</p> <p>Playing with blocks</p> <p>Playground activities</p>	<p>Indoor- regular access to floor space for indoor movement activities, with opportunities to practice movements alone and with others. Movements to conclude with a balance</p> <p>Obstacle courses</p> <p>Speed and direction activities</p> <p>Secret garden- gardening</p> <p>Adventurous climbing and swinging</p> <p>Obstacle courses</p> <p>Fixed climbing equipment</p> <p>Natural features in the school grounds</p> <p>Trim trail</p> <p>Dancing</p> <p>Playing with blocks</p> <p>Scooting/riding trikes/bikes</p> <p>Playground activities</p>	<p>PE – athletics and tennis</p>
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	and easel- water painting, chalk activities Action songs Large motor activities e.g. waving flags, streamers Water tray activities- fishing with a net Large scale water play Piping, large tubes and connective materials Sweeping brushes and large rollers PE - football	by adult or peer when dancing Action songs Large motor activities e.g. waving flags, streamers Water tray activities- pouring and tipping Large scale water play Piping, large tubes and connective materials Sweeping brushes and large rollers PE –hockey and swimming	Outdoor blackboard- water painting, chalk activities Action songs Large motor activities e.g. waving flags, streamers Water tray activities- squeezing sponges Large scale water play Piping, large tubes and connective materials Sweeping brushes and large rollers PE -swimming and dodgeball/benchball	Throwing and bouncing different size ball Activities to bat, pat and hit a ball Outdoor stage activities Outdoor blackboard- water painting, chalk activities Action songs Large motor activities e.g. waving flags, streamers Large scale water play Piping, large tubes and connective materials Sweeping brushes and large rollers PE- gymnastics and paceball	Throwing and catching balls Activities to bat, pat and hit a ball Outdoor stage activities Outdoor blackboard- water painting, chalk activities Jack and the Beanstalk action song PE – dance and cricket	
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Specific Areas

Literacy Texts have been chosen to reflect the children's starting points and their	Something by Rebecca Cobb	Star in a Jar by Sam Hay	Juniper Jupiter by Lizzy Stewart	Little Red by Bethan Woollvin	The Extraordinary Gardener by Sam Boughton	Story Whale by Benji Davies
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<p>development of Tier 1 and Tier 2 Vocabulary, building their cultural capital.</p> <p>To support vocabulary development, we:</p> <ul style="list-style-type: none"> -provide children with a rich language environment (implicit approaches) as well as directly extending children's vocabulary (explicit approaches); -carefully select high-frequency words for explicit teaching -develop the number of words children know -(breadth) and their understanding of relationships between words and the contexts in which words can be used (depth); and-provide multiple opportunities to hear and use new vocabulary. We follow Literacy Counts Ready Steady Write. 	<p>Books by the Same Author/Illustrator:</p> <p>Book Author</p> <p>Hello Friend! Rebecca Cobb</p> <p>Lunchtime Rebecca Cobb</p> <p>Aunt Amelia Rebecca Cobb</p> <p>The Paper Dolls Julia Donaldson/Rebecca Cobb</p> <p>Other Books with Similar Themes:</p> <p>Losing/looking for something</p> <p>Where's My Joey?</p> <p>Wendy Monica Winter</p> <p>Have You Seen My Dragon? Steve Light</p> <p>Lost and Found Oliver Jeffers</p> <p>The Deep Dark Wood</p> <p>Algy Craig Hall</p> <p>We're Going on a Bear Hunt Michael Rosen</p> <p>Non-fiction:</p> <p>Let's Look At: Animals Underground</p> <p>Daniel Moignot</p> <p>The Street Beneath My Feet Charlotte Guillain</p> <p>Badgers! (My Incredible World Series) Hope Aicher</p> <p>Books on Trolls and Dragons, Animals that live underground and about losing and finding things</p>	<p>Books by the Same Author:</p> <p>Book Author</p> <p>The Star Maker's Apprentice Sam Hay</p> <p>Hugs and Kisses Sam Hay</p> <p>Do Not Wash This Bear Sam Hay</p> <p>Jam Jar Genie Sam Hay</p> <p>Other Finding Narratives</p> <p>Laura's Star Klaus Baumgart</p> <p>Lost and Found Oliver Jeffers</p> <p>The Fox and the Star</p> <p>Coralie Bickford-Smith</p> <p>Other Books with Similar Themes:</p> <p>Stars/Dark</p> <p>How to Catch a Star</p> <p>Oliver Jeffers</p> <p>Whatever Next Jill Murphy</p> <p>Can't You Sleep Little Bear Martin Waddell</p> <p>Twinkle Twinkle Little Star Kate Toms</p> <p>Owl Babies Martin Waddell</p> <p>Non-fiction:</p> <p>The Awesome Night Sky Kay Barnham</p> <p>Maddie Frost</p> <p>A Hundred Billion Trillion Stars Seth Fishman</p> <p>Isabel Greenberg</p>	<p>Books by the Same Author:</p> <p>Book Author</p> <p>There's a Tiger in the Garden Lizzy Stewart</p> <p>The Way to Treasure Island Lizzy Stewart</p> <p>One Last Thing Natalie O'Hara & Lizzy Stewart</p> <p>A Dancer's Dream Katherine Woodfine & Lizzy Stewart</p> <p>Other Superhero Stories</p> <p>Supertato Sue Hendra & Paul Linnet</p> <p>Superbat Matt Carr</p> <p>Super Daisy Kes Gray</p> <p>Superworm Julia Donaldson</p> <p>Even Superheroes Have Bad Days Shelly Becker</p> <p>Other Books with Similar Themes:</p> <p>Loneliness/Friendship</p> <p>Lost and Found Oliver Jeffers</p> <p>Up and Down Oliver Jeffers</p> <p>The Storm Whale Benji Davies</p> <p>Stick and Stone Beth Ferry</p> <p>Non-fiction:</p> <p>Ten Rules of Being a Superhero Deb Pilutti</p> <p>Superhero Instruction Manual Kristy Dempsey</p>	<p>Books by the Same Author:</p> <p>Book Author</p> <p>Rapunzel Bethan Woollvin</p> <p>Hansel and Gretel Bethan Woollvin</p> <p>I Can Catch a Monster Bethan Woollvin</p> <p>Three Little Vikings Bethan Woollvin</p> <p>Other Red Riding Hood Stories</p> <p>The Wolf's Story: What Really Happened to Little Red Riding</p> <p>Toby Forward and Izhar Cohen</p> <p>Little Red Riding Hood</p> <p>Stephen Tucker and Nick Sharratt</p> <p>Little Red Riding Hood –</p> <p>Flip-Up Fairy Tales Jess Stockham</p> <p>The Last Wolf Mini Grey</p> <p>Little Red: A Howlingly Good Fairy Tale with a Twist</p> <p>Lynn Roberts and David Roberts</p> <p>Who's Bad and Who's Good, Little Red Riding Hood?</p> <p>Steve Smallman and Neil Price</p>	<p>Books by the Same Author:</p> <p>Book Author</p> <p>Hello Mr Dinosaur!</p> <p>Sam Boughton</p> <p>Hello Mr Elephant!</p> <p>Sam Boughton</p> <p>Hello Mr Tiger! Sam Boughton</p> <p>Matisse's Magic Trail</p> <p>Tim Hopgood & Sam Boughton</p> <p>Other stories about Plants and Flowers</p> <p>The Flower John Light</p> <p>Florette Anna Walker</p> <p>The Secret Sky</p> <p>Gardener Linda Sarah & Fiona Lumbers</p> <p>The Promise Nicola Davies</p> <p>Eddie's Garden: and How to Make Things Grow</p> <p>Sarah Garland</p> <p>The Tiny Seed Eric Carle</p> <p>The Little Gardener Emily Hughes</p> <p>We are the Gardeners</p> <p>Joanna Gaines</p> <p>The Magic Paintbrush</p> <p>Julia Donaldson</p> <p>Non-fiction:</p> <p>A Seed is Sleepy</p> <p>Dianna Aston & Sylvia Long</p>	<p>Books by the Same Author:</p> <p>Book Author</p> <p>Grandad's Island Benji Davies</p> <p>The Grotlyn Benji Davies</p> <p>The Snowflake Benji Davies</p> <p>Grandma Bird Benji Davies</p> <p>The Great Storm Whale Benji Davies</p> <p>Tad Benji Davies</p> <p>Other Books with Similar Themes:</p> <p>Loneliness, friendship, sea creatures</p> <p>Mister Seahorse Eric Carle</p> <p>The Rainbow Fish</p> <p>Marcus Pfister</p> <p>Snail and the Whale</p> <p>Julia Donaldson</p> <p>The Lion and the Bird</p> <p>Marianne Dubuc</p> <p>INKY The Story Whale</p> <p>Katy Foster</p> <p>Big Al Andrew Clements</p> <p>Swimmy Leo Lionni</p> <p>The Pout-Pout Fish and the</p> <p>Worry-Worry Whale</p> <p>Deborah Diesen</p> <p>Way Down Deep in the Deep Blue Sea Jan Peck</p> <p>Non-fiction:</p>
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		<p>Starry Skies: Learn about the constellations above us Samantha Chagollan Nila Aye</p>	<p>Real Superheroes Julia Seal</p>	<p>Other Books with Similar Themes: Traditional Tales Mixed Up Fairy Tales Hilary Robinson and Nick Sharratt Jack and the Beanstalk Stephen Tucker and Nick Sharratt The Three Billy Goats Fluff Rachael Mortimer and Liz Pichon Revolting Rhymes Roald Dahl and Quentin Blake Non-fiction: Paws and Claws! - All about Wolves of the World Bobo's Little Brainiac Books Animal Encyclopaedia Lucy Spelman and National Geographic Kids</p>	<p>Ready Steady Grow! Royal Horticultural Society Plants Sally Hewitt Seed to Sunflower (Growing Up) Lisa M. Herrington</p>	<p>My Little Golden Book About Whales Bonnie Bader & Steph Laberis Big Feelings: And what they tell us Rebekah Ballagh The Big Book of the Blue Yuval Zommer</p>
<p>We develop children's speaking and listening skills through small group activities and continuous provision opportunities. Additionally, we follow Literacy Counts Ready Steady Write.</p>	<p>Orally rehearse sentences and Word Count the number of words spoken prior to writing Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Begin to retell familiar stories and texts in their words and / or</p>	<p>Orally rehearse sentences and Word Count the number of words spoken prior to writing •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Retell the story - some as exact</p>	<p>Orally rehearse sentences and Word Count the number of words spoken prior to writing •Orally connect one idea or action using a range of connectives Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts</p>	<p>Orally rehearse and recall sentence prior to writing •Orally connect one idea or action using a range of connectives Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Retell the story - some as exact</p>	<p>Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others Learn new vocabulary from texts •Tell stories making use of recently introduced vocabulary from known</p>	<p>Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Learn new vocabulary from texts. Tell stories making use of recently introduced vocabulary</p>

	repetition.	repetition and some in own words. including; Once upon a time, So, First, Next, Finally	•Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly.	repetition and some in own words including; Once upon a time, So, Soon, and Suddenly	stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then one night, The very next morning and Then	from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then, Suddenly and Late that night
Maths We deliver maths through NCETM Mastering Number sessions along with their suggestions for continuous provision, routines and small group work. Additionally, the children have some other sessions to address shape and space. Maths sessions are also supported by texts and rhymes.	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: <ul style="list-style-type: none">• identify when a set can be subitised and when counting is needed• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills• spot smaller numbers ‘hiding’ inside larger numbers <ul style="list-style-type: none">• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers• hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: <ul style="list-style-type: none">• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals• begin to identify missing parts for numbers within 5• explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame• focus on equal and unequal groups when comparing numbers <p>understand that two equal groups can be called a ‘double’ and connect this to finger patterns</p> <ul style="list-style-type: none">• sort odd and even numbers according to their ‘shape’• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: <ul style="list-style-type: none">• continue to develop their counting skills, counting larger sets as well as counting actions and sounds• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame• compare quantities and numbers, including sets of objects which have different attributes• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 <p>begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10</p> <ul style="list-style-type: none">• continue to identify when sets can be subitised and when counting is necessary		

	number <ul style="list-style-type: none"> • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts 		‘staircase’ pattern <ul style="list-style-type: none"> • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 			
Religious Education	1 – Why is the word God so Important to Christians Why is the word God important to Christians? - RE Today Services (natre.org.uk)	2 – Why do Christians perform nativity plays at Christmas? Why do Christians perform Nativity plays at Christmas? (natre.org.uk)	3 - Being Special – Where do we Belong? Being special: Where do we belong? - RE Today Services (natre.org.uk)	4 - Why do Christians put a cross in an Easter Garden? Why do Christians put a cross on their Easter garden? - RE Today (natre.org.uk)	5 - Which Places are Special and Why? Which places are special and why? - RE Today Services (natre.org.uk)	6 – Which Stories are Special and Why? Which stories are special and why? (natre.org.uk)
Understanding the World: <ul style="list-style-type: none"> • Explore with senses • Family • Occupations • Technology • Forces • Materials 	Past and Present Talk about people in our families and special times Name and describe people who are familiar to them Understand differences/ People, cultures and community Black History Month-	Past and Present Remember past Christmas’, how did we celebrate? Understand differences/ People, cultures and community Bonfire Night People Who Help Us Remembrance Day 11 th Nov Diwali – 14th Nov	Past and Present Comment on images of familiar situations in the past. Natural World Exploring Spring Understand differences/ People, cultures and community	Understand differences/ People, cultures and Community/ Occupations How is your life now different to your grandma’s life? Explore changes in toys, games, food, clothes from when their grandmas were their age to now. Easter	Understand differences/ People, cultures and community St George’s Day VE Day Eid Ramadan Begin to understand that we need to care for the Natural World Exploring summer/investigating	Understand differences/ People, cultures and community Father’s Day People, cultures and Community Natural World Talking about the features of the seaside and coast.. How is it the same/fdifferent to where we live? Exploring sea animals,

	<p>October Exploring bread and fruit from different cultures Understanding harvest</p> <p>Describing ourselves and naming body parts</p> <p>Natural World Exploring Autumn – Autumn Walk Day and night-time Animals</p>	<p>Hanukkah – 10th Dec Christmas -25th Dec</p> <p>Natural World Light and Dark – day and night Explore the seasons – changes in the length of day collect autumn leaves and seeds</p>	<p>Learn about real life heroes: firefighters, police, hospital workers Chinese New Year Celebration</p> <p>Occupations: Show an interest in different occupations (real life superheroes) Understand the effect of the changing seasons Changing states of matter -water, ice snow</p>	<p>Natural World Looking for signs of Spring outside New Life- animals Learn about real wolves – features and habitats. Learn about woods and forests. Explore natural and found objects, sticks, twigs, straw and stones/pebbles Understanding how things move- push and pull, floating and sinking Earth in Space</p>	<p>shadows Understanding growth and change Living eggs Caterpillar lifecycle Planting seeds + understanding of how to grow a plant Sorting parts of a flower, stem/petal/leaves pots Describe what they see, feel and hear when outside Minibeast hunt Make a wormery/bug hotel</p>	<p>key facts Explore the lifecycles of animals</p> <p>Recognise some environments that are different to the ones they live in. Know that there are similarities and differences in this country and life in other countries.</p> <p>Draw information on a simple map.</p>
<p>Expressive Art & Design</p> <ul style="list-style-type: none"> Play (Pathways.Org research)- incorporating opportunities for schematic play Materials Listening/singing/music Drawing/painting Dancing 	<p>Play Can engage in play using complex stories using small world equipment like animal sets, dolls house etc.</p>	<p>Play Able to take on a role or task in shared play</p>	<p>Play Leaders and followers may emerge in a game</p>	<p>Play Beginning to play for longer periods of time and in a sustained manner</p>	<p>Play Beginning to play for longer periods of time and in a sustained manner</p>	<p>Play Able to sustain a shared goal</p>
	<p>Schematic Play <i>Schematic play happens when babies, toddlers and young children are involved in repeated actions or certain behaviours as they explore the world around them and try to find out how things work. We call these specific actions or behaviours ‘Schemas’. They can vary from child to child and some children may never display schematic play or behaviours.</i> <i>Our planning ensures there are opportunities for children to explore the different Schemas:</i></p> <ul style="list-style-type: none"> Transporting Enveloping Containing Trajectory 					

	<ul style="list-style-type: none"> • <i>Rotation</i> • <i>Connection</i> • <i>Positioning</i> • <i>Transforming</i> 					
	Listening/singing/ Music is taught through Charanga following a three-year rolling programme.					
						Links to Y1 curriculum
	Painting/printing: Creates patterns or meaningful pictures when printing	Painting/printing: Creates patterns or meaningful pictures when printing	Painting/printing: Creates patterns or meaningful pictures when printing	Painting/printing: Creates patterns or meaningful pictures when printing	Painting/printing Creates patterns or meaningful pictures when printing	Printing Understand water colour is a media which uses water and pigment. Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.
	Colour mixing Able to mix primary colours to make secondary colours Able to name a range of colours, beginning to understand shades	Colour mixing Experiments with different shades of paint, choosing colours for a purpose	Colour mixing Mixes powder paint with water to the correct consistency	Colour mixing Adds white or black paint to alter a tint or shade	Colour mixing Is able to colour match to a specific colour or shade	
	Printing Prints with large blocks and sponges	Printing Prints with large blocks and sponges	Printing Prints with smaller blocks, fruits, shapes	Printing Prints with smaller blocks, fruits, shapes	Printing Prints with smaller blocks, fruits, shapes	
	Drawing Can draw a potato person)head, stick legs, no body/neck) Draws simple representations of objects from observation Can ascribe meaning to marks they make (with adult support)	Drawing Can draw a potato person)head, stick legs, arms, no body/neck) Draws simple representations of objects from observation Can ascribe meaning to marks they make (with adult support)	Drawing Draws faces with dfeatures such as eyes, nose, mouth Draws simple representations of objects from observation Can ascribe meaning to marks they make	Drawing Draws faces with dfeatures such as eyes, nose, mouth Draws bodies with more detail e.g. arms, legs, trunk, fingers	Drawing Draws faces with dfeatures such as eyes, nose, mouth Draws bodies with more detail e.g. arms, legs, trunk, fingers	Explore watercolour in an intuitive way to build understanding of the properties of the medium. Paint without a fixed image of what you are painting in mind. Respond to your painting and try to 'imagine' within. Understand prints are made by transferring

						<p>an image from one surface to another.</p> <p>Understand relief prints are when we print from raised images.</p> <p>Use hands and feet to make simple prints.</p> <p>Collect textured objects and make rubbings, press them into plasticine to create prints/plates.</p> <p>Explore concepts like repeat, pattern, sequence.</p> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at scale.</p> <p>Experiment with, create, select and combine sounds using inter-related dimensions of music. Play tuned and untuned instruments.</p> <p>Use their voices expressively and creatively by singing</p>
	<p>Dancing May act as a spectator/on looker</p>	<p>Dancing Associate dance-dances alongside</p>	<p>Dancing Begins to copy basic actions</p>	<p>Dancing Copies basic actions</p>	<p>Dancing Copies basic actions and follows instructions e.g. repeated patterns of movement</p>	

						songs and speaking chants and rhyme.
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