



Boughton Heath Academy Curriculum



Year Group Overview 2023 – 24

Reception

Here, children thrive...

Overarching Principles of EYFS and The Characteristics of Effective Teaching and Learning

At Boughton Heath Academy, we follow the statutory Early Years Foundation Stage framework. Within this framework, we adhere to 4 overarching principles which are detailed below. We support these principles by clearly setting out what we intend our children to learn which can be seen in the coming pages. However, we are also acutely mindful of each child's individual needs and interests and will follow these, allowing children to lead their own learning, under the guidance of staff who will facilitate discussion and dialogue to further and progress this. As such, the material planned out is a scaffold for children's learning and will inevitably deviate and evolve according to the children's needs and interests.

| Overarching principles which shape Early Years practice at Boughton Heath | | | |
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| Unique child | Positive relationships | Enabling environments with teaching and support from adults | Learning and Development |
| 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers | Children develop and learn at different rates. |

To support these overarching principles, we adopt the characteristics of effective teaching and learning through in our delivery of our EYFS curriculum. Within both planned and child led activities we follow these three concepts; and during unstructured free play time staff monitor children's engagement, language and actions to facilitate and strengthen play, exploration, active learning and critical thinking. Staff offer continuous provision activities, as well as enhanced provision activities to meet these characteristics whilst ensuring children's learning and development needs are met through open ended activities around a planned theme, or open-ended activities around a child led theme or interest.

| Characteristics of effective teaching and learning | | |
|--|---|---|
| Playing and exploring | Active learning | Creating and thinking critically |
| Investigating and experiencing things and having a go at new and exciting challenges. Learning by doing is at the heart of EYFS. | Concentrating and keeping on trying if they encounter difficulties, enjoying achievements they make and are proud of. | Children have and develop their own ideas, making links between these and developing strategies for doing things. |

To structure and scaffold the year, EYFS staff have developed suggested themes and interests to develop what they wish children to learn. These align with events within the changing world around children, as well as books and stories our teachers wish to share with pupils. However, such content may change according to pupil need and interest.

In total, there are 7 areas of learning for EYFS. These are split into prime and specific areas.

The prime areas are: communication & language, personal, social and emotional development; and physical development.
The specific areas are: literacy, mathematics, understanding the world, expressive arts & design

Each area of learning will have associated Early Learning Goals. These ELGs and how they are achieved can be found explained in the following pages.

Early Learning Goals

Through the planned activities set out in this document, as well as the child led and pursued activities staff facilitate through following children's interests and needs, teachers form judgements on whether children have met the level of development outlined in 17 areas. These are known as the Early Learning Goals and are used to support teachers to make a holistic and best fit judgement of children's progress. Early Learning Goals are not used as a curriculum or to limit children's opportunities to experience the characteristics of effective learning as detailed above. They are however an important measure of development for children across the key areas of the EYFS curriculum, and as such teachers draw on their knowledge of each child as an individual when forming these judgements. We use the non statutory Development Matters framework to support children's learning and development towards these goals.

Recorded work and evidence in books is not completed for assessment, and is instead to develop and embed core skills as outlined in the prime and specific areas whilst also providing children with abundant opportunities to be proud of their own work and accomplishments through a journal which clearly showcases their progress from the first day of Reception to their last.

At Boughton Heath Academy, we take a holistic view of learning within EYFS; however we do anticipate children should be working at a standard which meets the early learning goals within the summer term. As such, we use the supporting statements and guidance within Development Matters throughout the Autumn and Spring terms, with a view to embedding the early learning goals within the summer term; whilst also getting children ready for Y1. This breakdown can be seen below

| | Autumn & Spring terms (Development Matters statements) | | | | Summer term Early Learning Goal + Y1 ready |
|-----------------------------------|---|--|---|---|---|
| Communication and language | <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. | <ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases Engage in story times | <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. | <ul style="list-style-type: none"> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. |  Listening, attention and understanding  Speaking  Getting Y1 ready |
| Physical Development | <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. | <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Combine different movements with ease and fluency | <ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. | <ul style="list-style-type: none"> Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: lining up, mealtimes. |  Gross Motor Skills  Fine Motor Skills  Getting Y1 ready |
| Expressive Arts and Design | <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. | <ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. | <ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. | <ul style="list-style-type: none"> Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. |  Creating with Materials  Being Imaginative and Expressive  Getting Y1 ready |

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| <p>Mathematics</p> | <ul style="list-style-type: none"> Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. | <ul style="list-style-type: none"> Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. | <ul style="list-style-type: none"> Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. | <ul style="list-style-type: none"> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity. |  Number  Numerical Patterns  |
| <p>Literacy</p> | <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. | <ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. | <ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. | <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. |  Comprehension  Word Reading  Writing  |
| <p>Understanding the world</p> | <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. | <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community | <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. | <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them. |  Past and Present  People, Culture and Communities  The Natural World  |
| <p>Personal, social & emotional development</p> | <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. | <ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. | <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally Think about the perspectives of others. Manage their own needs : personal hygiene | <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating Tooth brushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian |  Managing self  Self - Regulation  Building relationships  |

Breakdowns of each Early Learning Goal can be seen below:

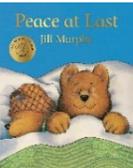
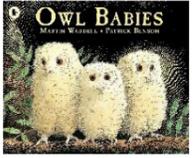
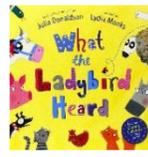
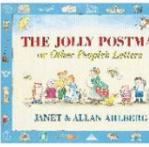
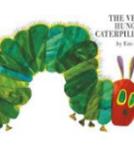
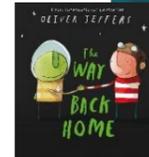
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| <p>Communication and Language</p> <p>Listening, attention and understanding</p> <ol style="list-style-type: none"> 1. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions, 2. Make comments about what they have heard and ask questions to clarify their understanding, 3. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>Speaking</p> <ol style="list-style-type: none"> 1. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary, 2. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 3. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher . | <p>Personal, Social & Emotional Development</p> <p>Self - Regulation</p> <ol style="list-style-type: none"> 1. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; 2. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 3. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing self</p> <ol style="list-style-type: none"> 1. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge , 2. Explain the reasons for rules, know right from wrong and try to behave accordingly ; 3. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building relationships</p> <ol style="list-style-type: none"> 1. Work and play cooperatively and take turns with others; 2. Form positive attachments to adults and friendships with peers; 3. Show sensitivity to their own and to others' needs. | <p>Literacy</p> <p>Comprehension</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; 2. Anticipate – where appropriate – key events in stories; 3. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ol style="list-style-type: none"> 1. Say a sound for each letter in the alphabet and at least 10 digraphs; 2. Read words consistent with their phonic knowledge by sound-blending; 3. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ol style="list-style-type: none"> 1. Write recognisable letters, most of which are correctly formed; 2. Spell words by identifying sounds in them and representing the sounds with a letter or letters; 3. Write simple phrases and sentences that can be read by others. | <p>Understanding the World</p> <p>Past and Present</p> <ol style="list-style-type: none"> 1. Talk about the lives of the people around them and their roles in society; 2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; 3. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ol style="list-style-type: none"> 1. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 2. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 3. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World</p> <ol style="list-style-type: none"> 1. Explore the natural world around them, making observations and drawing pictures of animals and plants; 2. 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; 3. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| <p>Mathematics</p> <p>Number</p> <ol style="list-style-type: none"> 1. Have a deep understanding of number to 10, including the composition of each number; 2. Subitise (recognise quantities without counting) up to 5; 3. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ol style="list-style-type: none"> 1. Verbally count beyond 20, recognising the pattern of the counting system; 2. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; 3. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | <p>Physical Development</p> <p>Gross Motor Skills</p> <ol style="list-style-type: none"> 1. Negotiate space and obstacles safely, with consideration for themselves and others; 2. Demonstrate strength, balance and coordination when playing; 3. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ol style="list-style-type: none"> 1. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases, 2. Use a range of small tools, including scissors, paint brushes and cutlery ; 3. Begin to show accuracy and care when drawing. | <p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ol style="list-style-type: none"> 1. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; 2. Share their creations, explaining the process they have used; 3. Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ol style="list-style-type: none"> 1. Invent, adapt and recount narratives and stories with peers and their teacher; 2. Sing a range of well-known nursery rhymes and songs; 3. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | |

Overview of learning

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|---|--|--|
|  <p>Suggested themes and interests</p> | <p>Families & Homes</p>  <p>Day and night</p>  | <p>Farm and food</p>  <p>Winter</p>  | <p>People who help us</p>  <p>Transport</p>  | <p>Growing</p>  <p>Mini beasts</p>  | <p>Out of this world</p>  <p>Dinosaurs</p>  | <p>Under the sea</p>  <p>Traditional tales</p>  |
| <p>The children will learn about different celebrations and seasonal change throughout the year. This will also cover weather.</p> | | | | | | |
| <p>Communication & language</p> <p>C&L is developed throughout the year through high quality interactions, daily group discussions, circle times, PSHE, stories, singing, speech and language interventions and assemblies.</p> | <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> | | | | | |
| | <p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! All about me! Model talk routines through the day. Register / Snack Time etc.. Snack Time altogether to promote conversation, sharing of likes /dislikes and interests. Things we have in common.</p> | <p>Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p> | <p>Tell me why! Using language well. Ask how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p> | <p>Talk it through! Using language well Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p> | <p>What happened? Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Model explaining what happened.</p> | <p>Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p> |
| <p>Physical development</p> | <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> | | | | | |
| <p>Gross Motor</p> | <p>PE – Gymnastics and Multi Skills</p> <p>Daily core stability exercises Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Revise and refine the fundamental movement skills they have already acquired: - crawling - walking - jumping – running- hopping - skipping - carrying things up and down on different levels (slopes, hills and steps).</p> | <p>PE – Gymnastics and Multi Skills</p> <p>Daily core stability exercises Skipping ropes in outside area Two-wheeled balance bikes, 3 wheeled and two wheeled scooters. Developing gross motor skills and core muscle to support fine motor skill development - Dance, - Crawling, - Balancing / yoga allow time to be still and quiet. Provide a range of different sized balls e.g. tennis balls, ping pong balls, beach balls</p> | <p>PE – Dance and Multi Skills</p> <p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance Risk taking Obstacle courses In the hall or outdoor area that demand a range of movements – Jumping, crawling, balancing, climbing, Use planks, tunnels and other equipment.</p> | <p>PE- Dance and Multi Skills</p> <p>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance related activities</p> | <p>PE – Athletics and Multi-Skills</p> <p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes</p> | <p>PE – Athletics and Multi-Skills</p> <p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Athletics - Running - Relay - Obstacles - Throwing - Egg and spoon. Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children</p> |

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| | Kicking a large ball. | and balloons. Practise throwing and catching Gymnastics In the Hall with benches, climbing frame, mats, trampette, - climbing - rolling | | | without stabilisers, skateboards, wheelbarrows, prams and carts are all good options. Travel in different ways, negotiation space coordination, | plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills. |
| Pen Disco / Squiggle While you Wiggle | Pen Disco pre-writing patterns l- 0 + \ / x (zigzag) Pen Grip Assessment Cutting Assessment Name writing assessment | Pen Disco pre-writing patterns l- 0 + \ / x (zigzag) waves, spirals and loops Develop muscle tone to put pencil pressure on paper Pen grip and Letter formation assessment Name writing assessment | Pen Disco Letter families on whiteboards and paper Develop muscle tone to put pencil pressure on paper Name writing assessment | Pen Disco Letter families on paper Pen Grip and letter formation Assessment Cutting Assessment Name writing assessment | Lower case letter formation practise Pen Disco on lined paper Name writing assessment | Lower case letter formation practise Pen Disco on lined paper Pen Grip and letter formation Assessment Cutting Assessment Name writing assessment |
| Fine Motor | Daily opportunities for developing fine motor at fine motor area, sand and sensory area, dough station, cutting tools available daily. Fine motor activities including threading, cutting, weaving, manipulating objects e.g. playdough. Activities planned to develop Core body strength (have good control of their trunk and be able to reach forward in a controlled way) Postural control (maintain own balance without using their hands) Shoulder girdle (control, strength, stamina and flexibility to grasp and manipulate objects) Joint pivots (coordinating shoulder, elbow, wrist movements to move the hand in different directions) Hand-eye coordination (guide, direct and control hand movements across a page as they make marks) Spatial awareness (control of sizing and spacing) Proprioceptor control (body awareness to detect and control force and pressure) Visual-motor integration (master copying pre-writing shapes and patterns) | | | | | |
| | Threading, cutting, weaving, Manipulate objects - playdough Introduce Dough Disco Morning activities linked to developing fine motor Hold scissors correctly to make snips to paper. Hold pencil/paint brush beyond whole hand grasp Develop dominant hand Support children with correct pencil grip and practising pre writing patterns and letters taught in phonics as well as names. | Dough Disco Threading, cutting, weaving, Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials. Develop scissor control e.g. free cutting Teach and model correct letter formation Encourage children to draw freely. | Continue with Funky Finger activities Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Holding and manipulating small objects Attempts to button clothing Further develop scissor control .e.g cutting along a line Start to draw pictures that are recognisable | Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Cut around a shape with straight lines. Build things with smaller linking blocks, such as Lego | Develop pencil grip and letter formation Use one hand consistently for fine motor tasks Copy a square Begin to draw diagonal lines, like in a triangle Colour inside the lines of a picture Start to cut along a curved line, like a circle Use tools safely to prepare food Form letters correctly Begin to introduce handwriting lines. – Year 1 preparation | |
| Personal, social & emotional development | Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | | | | | |
| Building Relationships | Introducing and implementing class promise, rules and routines. Supporting children to build relationships | Using the sensory station effectively Developing self – confidence Continue to build constructive and respectful relationships. Begin to show resilience Begin to recognise similarities and differences between themselves and others. Show more awareness of a range of feelings. Dress and undress for PE. | How to deal with different feelings and emotions e.g. anger Develop turn taking and sharing Using school rules and routines Talk with others to solve conflicts Begin to set and work towards some simple goals. | Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. What are healthy and unhealthy foods? Making healthy food choices. | Talking about others different emotions Helping others to solve conflicts as well as themselves. Confident following school rules and routines Establishing positive relationships | Moderate their own feelings. Model good hygiene practices See themselves as valuable individuals Give focused attention and responding appropriately. Display good self-regulation skills. |
| Self Regulation | Recognising and naming feelings (The Colour Monster) | | | | | |
| Managing Self | | | | | | |

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| | <p>Introducing the sensory station and zones of self regulation</p> <p>Begin to dress and undress for PE possibly with support.</p> <p>Tidying up routines</p> <p>Express likes/ dislikes</p> | | <p>Beginning to understand that they may have to wait for something.</p> | | | |
|  | <p>Being Me in My World</p> <p>ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: MANAGING SELF Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others. Show sensitivity to their own and to others' needs.</p> | <p>Celebrating Difference</p> <p>ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: BUILDING RELATIONSHIPS Show sensitivity to their own and to others' needs.</p> | <p>Dreams and Goals</p> <p>ELG – SELF-REGULATION 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.</p> <p>ELG: MANAGING SELF Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others.</p> | <p>Healthy Me</p> <p>ELG: SELF-REGULATION Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: MANAGING SELF Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> | <p>Relationships</p> <p>ELG SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: BUILDING RELATIONSHIPS Form positive attachments to adults and friendships with peers.</p> | <p>Changing Me</p> <p>ELG: SELF-REGULATION Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: BUILDING RELATIONSHIPS Show sensitivity to their own and to others' needs.</p> |

| | Autumn 1 Families & Homes | Autumn 2 Farm and food | Spring 1 People who help us | Spring 2 Growing | Summer 1 Out of this world | Summer 2 Under the sea |
|--|---|---|--|--|---|--|
|  <p>Suggested themes and interests</p> |  <p>Day and night</p>  |  <p>Winter</p>  |  <p>Transport</p>  |  <p>Mini beasts</p>  |  <p>Dinosaurs</p>  |  <p>Traditional tales</p>  |
| <p>Literacy</p> | <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p> | | | | | |
| |   |   |   |   |   |   |
| <p>Comprehension</p> | <p>Families and Homes</p> <p>Name writing Drawing pictures of themselves Drawing and labelling their families</p> <p>Peace At Last – Focus: retelling the story with a beginning, middle and end</p> <p>Day and Night Drawing a nocturnal animal</p> <p>Owl Babies - Talking about the feelings of the characters.</p> | <p>Farm and Food Describe the farm animal Labelling farm animals (cvc words) –pig, cat, dog, duck etc</p> <p>What the Ladybird Heard –Focus: Story map</p> <p>Winter Build a snowmen initial sound/cvc activity</p> <p>The snowman Focus: speech bubble writing</p> | <p>People Who Help Us</p> <p>The Jolly Postman Focus- postcard/letter writing to post</p> <p>Transport</p> <p>You can't take an elephant on a bus – sentence building and writing based on the story and creating our own.</p> | <p>Growing</p> <p>The Tiny Seed Writing about the signs of spring Focus – instructional writing – how to plant a seed</p> <p>Minibeasts</p> <p>The Very Hungry Caterpillar Focus - retelling parts of the story sentence writing</p> | <p>Out of this world</p> <p>The Way Back Home Focus - Diary writing of the boy– how does he feel?</p> <p>Dinosaurs The Girl and the Dinosaur – Design and describe their own dinosaur</p> | <p>Under the Sea</p> <p>Tiddler Focus – description writing of Tiddler's journey (recount)</p> <p>Traditional Tales</p> <p>Three Little Pigs Focus- retelling changing the story</p> |
| <p>Word reading</p> | <p>Develop secure tripod pencil grip Regular Name writing, Labelling using initial sounds, story scribing. Application of phonics taught so far Begin to learn some helpful words (set 1) Introduction of drawing club</p> | <p>Develop secure tripod pencil grip Regular Name writing, Labelling using initial sounds, story scribing. Application of phonics taught so far Begin to learn some helpful words (set 1) Introduction of drawing club</p> | <p>Application of phonics taught so far Helpful words (set 2) Use known sound – letter correspondences Initial sounds moving onto CVC Drawing club</p> | <p>Continue to learn Helpful words (set 2 and 3) Use known sound – letter correspondences. CVC word writing and labelling Begin to write simple captions. Drawing club</p> | <p>Use known sound – letter correspondences Full stops and capital letters awareness Helpful word work (set 2 and 3) Drawing club</p> | <p>Use known sound – letter correspondences Full stops and capital letters awareness Re-read writing to check it makes sense Helpful word work (set 3 and set 4) Writing simple sentences Drawing club</p> |
|  <p>Floppy's Phonics</p> | <p>Phonemic Awareness Phase 1 Oxford Level 1 (Lilac) Books e.g. At the Farm At the Park Out in Town At Home At the Match Fun at School Grapheme-phoneme correspondences satp inmd gock Floppy's Phonics sound books Oxford level 1+ Books 1-3</p> | <p>Grapheme-phoneme correspondences ck e u r h b ff ll le ss Floppy's Phonics sound books Oxford level 1+ Books 4-6</p> | <p>Grapheme-phoneme correspondences j v w (book 7) X y z (Book 8) zz, qu, and ch. (Book 9) sh, th, and ng. (book 10) Floppy's Phonics sound books Oxford level 2 Books 7-10</p> | <p>Grapheme-phoneme correspondences Revise and stretch: dge ve wh* (Bo ok 11) Revise and stretch: cks tch nk* (Book 12) ai ee igh (Book 13) Floppy's Phonics sound books Oxford level 2</p> | <p>Grapheme-phoneme correspondences oa oo (boot/look) (Book 14) ar or ur (Book 15) ow oi ear (Book 16) air er (summer/herbs) (Book 17) ue and ure. (Book 18) Floppy's Phonics sound books Oxford level 3 Books 14- 18 Consolidation</p> | |

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| | | | | Book 11&12 Oxford level 3 Books 13 | | |
| Mathematics | Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. | | | | | |
|  | Numbers to 5 Comparing groups within 5 Shape | Change within 5 Number bonds within 5 Space | Numbers to 10 Comparing numbers within 10 Addition to 10 | Measure Number bonds to 10 Subtraction Exploring patterns | Counting on and counting back Numbers to 20 Numerical Patterns Shape | Measure Sorting Time |
| Mastering number  The Mastering Number programme is taught in addition to Power maths. It is delivered 4 times a week. | 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 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 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. | |
| Understanding the World | Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. | | | | | |
| People, Culture and Communities | People, culture and communities Families and Homes Identifying and talking about their family. Talk about their own experiences with their families. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Navigating around our classroom and outdoor area. | People, culture and communities Farm and Food Talking about personal experiences of going to a farm What jobs are on the farm? Revisiting Harvest as an important part of the year for a farmer. When else is? The Natural World Farm and Food- What foods grow on a farm? Where do some foods come from? Winter- | People, culture and communities People Who Help Us Talking about people and jobs that help us. Links to people we know. How do they help us? Who helps us in our community? Transport- Which modes of transport can help us? Describing different transport and who would use them and why. Exploring maps – where would different transport go? | The Natural World Growing Life cycles of a plant and frog. Exploring what plants need to grow. Learning about what things grow. Links to new life and spring. Planting indoors and outdoors. Minibeasts Learning about what minibeasts are Comparing minibeasts Sorting and classifying Using the outdoor area to hunt for minibeasts Life cycle of a butterfly. Homes and habitats of minibeasts e.g bug hotel | The Natural World Out of this World Introduce new vocabulary linked to space e.g. planets What is an astronaut and what do they do? Talk about famous astronaut e.g. Neil Armstrong Talk about what the different planets might be like Earth – our planet Explore Google Earth Link to day and night Past and Present | The Natural World Under the Sea Exploring where the sea is on maps/globe Naming and describing sea creatures How are similar and different? Explore coral reefs People, culture and communities Traditional Tales Share different cultures versions of famous fairy tales. To introduce children to a range of fictional |
| The Natural World | | | | | | |
| Past and Present | | | | | | |

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| | | Exploring changes to water – frozen and warmed Hibernating animals Winter walk Exploring winter using all senses | Past and Present People Who Help Us Jobs past and present – comparing similarities and differences e.g. Florence Nightingale Transport Transport then and now | How is honey made? | Dinosaurs Research different dinosaur facts Explore habitats of dinosaurs Learn when dinosaurs were alive Finding out about dinosaur facts. How do we know? – fossils Dinosaur land map | characters and creatures from stories and to begin to differentiate these characters from real people in their lives. |
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Computer Science:
 • Learning how to operate a camera to take photographs of meaningful creations or moments. • Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. • Recognising and identifying familiar letters and numbers on a keyboard. • Developing basic mouse skills such as moving and clicking. • Using logical reasoning to understand simple instructions and predict the outcome. • Representing data through sorting and categorising objects in unplugged scenarios. • Representing data through physical pictograms. Exploring branch databases through physical games. • To know that being able to follow and give simple instructions is important in computing. • To understand that it is important for instructions to be in the right order. • To understand why a set of instructions may have gone wrong. • To know that you can program a Bee-Bot with some simple commands. • To understand that debugging means how to fix some simple programming errors. • To understand that an algorithm is a set of clear and precise instructions. • Using a simple online paint tool to create digital art. • Learn different uses of technology in play and learning.

Digital Literacy:
 • Recognising that a range of technology is used for different purposes. Learning to log in and log out. • To know that you should tell a trusted adult if you feel unsafe or worried online. • To know that people you do not know on the internet (online) are strangers and are not always who they say they are. • To know that to stay safe online it is important to keep personal information safe.

Information Technology:
 • To know that sorting objects into various categories can help you locate information. • To know that using yes/no questions to find an answer is a branching database. • To know that a pictogram is a way of showing information.

E-safety is taught throughout the year, underpinning the computing curriculum

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| Computing Systems and Networks 1 – Using a computer Lesson 1 – keyboards Lesson 2 – Logging in and out Lesson 3 – Mouse Control Lesson 4 – Mouse Control – clicking Lesson 5 – Mouse control – clicking and dragging | Programing 1 – All about instructions Lesson 1 –following instructions Lesson 2 – giving simple instructions Lesson 3- dressing up instructions Lesson 4 –Debugging instructions (washing hands) Lesson 5 – Predictions | Computing Systems and Networks 2- Exploring Hardware Lesson 1 – exploring hardware tinker tray Lesson 2 –real world tinker tray Lesson 3 –pictures of play Lesson 4 – picture walk Lesson 5 – class photo album | Beebots - Introduction to beebots Purple Mash – Minimash Growing and Minibeasts <ul style="list-style-type: none"> Design a bug/butterfly – I can try different tools to draw on the computer Create a minibeast bug hotel <ul style="list-style-type: none"> Trackpad/mouse skills - Sorting the minibeasts by different criteria <ul style="list-style-type: none"> Quizzes - I can complete a sorting quiz | Purple Mash – MiniMash Space Design a rocket <ul style="list-style-type: none"> Drawing Skills – I can select colours when painting on the computer. I can use a touchscreen device purposefully. Space counting <ul style="list-style-type: none"> Keyboard Skills – I can type numbers using a keyboard Rocket Placing <ul style="list-style-type: none"> Trackpad skills- I can use a laptop touchpad Dinosaurs Create a dinosaur scene | Purple Mash – MiniMash Under the Sea Sea or not Quizzes – I can complete a sorting/matching quiz Under the sea mashcam <ul style="list-style-type: none"> Photography – I can take a selfie to create an under the sea character Music – making under the sea music <ul style="list-style-type: none"> Sounds – I can make music on the computer. Traditional tales/ fairy tales Fairy tale mirror <ul style="list-style-type: none"> Keyboard- To use the keyboard to type a message in |
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Computing



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| | | | | <p>E-Safety promoted by introducing children to their own 'tray' to add their work to.</p> | <ul style="list-style-type: none"> Trackpad skills- I can use a laptop touchpad <p>Beebots – catch the food for the dinosaur!</p> <ul style="list-style-type: none"> Robots - I can make a floor robot move <p>Complete the...dinosaur paint program and label with name</p> <ul style="list-style-type: none"> Drawing skills – I can use a computer to draw the rest of the dinosaur. Keyboard skills – I can find the letters from my name on the keyboard. <p>Safety and Privacy – children adding work to their folder.</p> | <p>the speech bubble</p> <ul style="list-style-type: none"> Photography- I can use the webcam on minimash <p>Three little pigs – 2create a picture</p> <ul style="list-style-type: none"> Drawing skills – I can draw pictures on the computer. <p>Position quiz</p> <ul style="list-style-type: none"> Quizzes - I can complete a multiple choice quiz <p>Safety and Privacy – children adding work to their folder.</p> |
| <p style="text-align: center;">RE</p> | <p>I'm Special/Belonging/ special people</p> <p>Children become aware of their own identity/uniqueness.</p> <p>Beginning to develop a relationship with other children and adults.</p> <p>Children begin to understand that they belong to groups beyond the family. Discussions about family and special people to us.</p> <p>Why is Jesus special? What is a Church?</p> <p>Harvest- Link to autumn and seasonal change What is Harvest? Being thankful. Harvest festival.</p> | <p>Diwali, Christmas and Remembrance Day</p> <p>Children to talk about what Diwali is and which religion celebrates it. Children to discuss how it is celebrated.?</p> <p>Children to learn about Remembrance day and how we remember.</p> <p>Nativity- learning the story and songs Discuss what Christmas means to us?- Differences Being thankful- discuss not just taking; giving Advent candle Knowing that other people do different things/ traditions.</p> | <p>Jesus – A special person</p> <p>Children begin to show respect for themselves and for others and for their belongings. Children begin to understand that Jesus is a special person to Christians. Talking about who we love and why; different types of love</p> <p>Children begin to understand the word trust and be able to talk about who they can trust. Children are able to retell stories from the Bible about how God helped people.</p> <p>Church- baptism</p> | <p>Easter/ New Life</p> <p>Children re-tell (briefly) the key events of the Easter story.</p> <p>Children know that Easter is an important time for Christians.</p> <p>Children say how Easter is celebrated.</p> | <p>Stories</p> <p>The children know that the Bible is a special book for Christians.</p> <p>Children respond to Bible Stories with wonder.</p> <p>Share special books from other faiths.</p> <p>Children begin to show an understanding of the responsibility of helping other people – The Good Samaritan</p> <p>Explore stories about forgiveness.</p> | <p>Special places</p> <p>Children to use their own experiences to discuss special places for them.</p> <p>What is a special place for Christians? And other faiths? Children to learn about what happens in a place of worship Visit to a church</p> |

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| <p>Celebrations and Seasonal Change</p> <p>Trips and Visits</p> | <p>Autumn</p> <p>Harvest</p> <p>Forest school</p> | | <p>Bonfire Night</p> <p>Remembrance Day</p> <p>Diwali</p> <p>Hanukah</p> <p>Christmas</p> <p>Winter</p> <p>Forest school</p> <p>Story tent</p> <p>Winter walk</p> <p>Pantomime</p> | <p>Shrove Tuesday</p> <p>Ash Wednesday</p> <p>Valentines Day</p> <p>Chinese new year</p> <p>Forest school</p> <p>Visit to the post office</p> | <p>Spring</p> <p>Holi</p> <p>Palm Sunday</p> <p>Easter</p> <p>Forest school</p> <p>Local park/nature park</p> | <p>Eid</p> <p>Teach Rex</p> | <p>End of year celebrations</p> <p>Beach trip</p> <p>Church visit</p> |
| <p>Expressive Arts and Design</p> | <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> | | | | | | |
| <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p> | <p>Join in with songs; poems; rhymes</p> <p>Explore with different materials and tools e.g. paint and pallets, different mark making tools</p> <p>Join in with role play games and use resources available for props.</p> <p>Build models using construction equipment. Create Self-portraits, and explore junk modelling</p> <p>Explore different artistic techniques - printing owl pictures</p> <p>Modelling – clay hedgehogs</p> | | <p>Colour mixing for a purpose e.g. pumpkins</p> <p>Exploring other tools and materials e.g. chalk and pastels e.g. firework pictures</p> <p>Christmas decorations, Christmas cards, Christmas songs/poems</p> <p>Role Play Celebrations</p> <p>The Christmas Nativity</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. E.g. making enclosures for the animals</p> <p>Sculpture – Diwali pots</p> <p>Introduction of helicopter stories</p> | <p>Chinese new year craft – dragons/lanterns</p> <p>Learning new songs linked to people who help us</p> <p>Making maps/junk modelling e.g boats</p> | <p>Make different textures; make patterns using different colours</p> <p>Provide a wide range of props for play which encourage imagination.</p> <p>Holi pictures, powder paint art</p> <p>Observational art – plants/flowers</p> <p>Decorate own easter eggs</p> | <p>Texture and collage – dinosaur skeletons</p> <p>Dinosaur fossils</p> <p>Exploring different materials and tools e.g. marbelling planets</p> <p>Junk modelling rockets</p> | <p>Retelling stories/ role play</p> <p>Natural art – sand, pebbles, stones</p> <p>Water pictures, collage, shading by adding black or white</p> <p>Colour mixing – underwater pictures.</p> |
| <p>Music</p>  | <p>Exploring sound</p> <p>Lesson 1 – Vocal Sounds</p> <p>Lesson 2 –Body Sounds</p> <p>Lesson 3 – Instrumental Sounds</p> <p>Lesson 4 – Environmental sounds</p> <p>Lesson 5 – Nature Sounds</p> | <p>Celebration music</p> <p>Lesson 1 – Diwali music</p> <p>Lesson 2- Hanukkah music</p> <p>Lesson 3- Kwanzaa music</p> <p>Lesson 4- Traditional Christmas music</p> <p>Lesson 5 – Christmas action songs</p> | <p>Transport</p> <p>Lesson 1 – exploring different types of transport</p> <p>Lesson 2-Trains</p> <p>Lesson 3- Boats</p> <p>Lesson 4- Cars</p> <p>Lesson 5 – Transport journey</p> | <p>Music and movement</p> <p>Lesson 1 – action songs</p> <p>Lesson 2-Finding the beat</p> <p>Lesson 3- Exploring tempo</p> <p>Lesson 4- Exploring tempo and pitch through dance</p> <p>Lesson 5 – Music and movement performance</p> | <p>Big Band</p> <p>Lesson 1 – What makes an instrument?</p> <p>Lesson 2-Introduction to orchestra</p> <p>Lesson 3- Follow the beat</p> <p>Lesson 4- Tuned and untuned instruments</p> <p>Lesson 5 – Big Band Performance</p> | <p>Musical stories</p> <p>Lesson 1 – Moving to music</p> <p>Lesson 2- Using instruments to represent characters</p> <p>Lesson 3- Storytelling with actions</p> <p>Lesson 4-Using instruments to represent actions</p> <p>Lesson 5 – Musical story composition</p> <p>Lesson 6 – Musical story performance.</p> | |

Readiness for Y1: Classroom & curriculum

As children come towards the end of the Early Years Foundation Stage, we look ahead to their journey within the national curriculum. A key element of this is ensuring we use the final stages of Reception to prepare them in being ready for Y1. At Boughton Heath, we prepare children to be ready in terms of classroom readiness as well as curriculum readiness as can be shown below.

Classroom readiness

As a school we place great emphasis on the characteristics of effective teaching and learning, and how we can progress these from those we expect to see in EYFS, to those we expect in Y1.

| Characteristics of effective teaching and learning in EYFS | | |
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| <p>Playing and exploring</p> <p>Investigating and experiencing things and having a go at new and exciting challenges. Learning by doing is at the heart of EYFS.</p> | <p>Active learning</p> <p>Concentrating and keeping on trying if they encounter difficulties, enjoying achievements they make and are proud of.</p> | <p>Creating and thinking critically</p> <p>Children have and develop their own ideas, making links between these and developing strategies for doing things.</p> |



| Characteristics of effective teaching and learning ready for Y1 | | | |
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| <p>Being independent</p> <ul style="list-style-type: none"> • Can toilet themselves independently, • Can dress, undress and change independently, • Can manage their own belongings such as coats, bags and books, • Can choose an activity to engage in without direction • Knows trusted adults who can provide help | <p>Social and emotional readiness</p> <ul style="list-style-type: none"> • Can work and play cooperatively with peers. • Understands the concept of taking turns and sharing. • Understands the concept of taking turns and sharing. • Can manage express frustration appropriately • Approaches new things with curiosity | <p>Communication and awareness</p> <ul style="list-style-type: none"> • Can communicate their needs, feelings, and ideas clearly. • Understands and can follow simple directions and instructions. • Can engage in basic conversations with adults and peers. • Can sit and listen for set periods of time. • Can transition from one activity to another without resistance. | <p>Behaviour and motor skills</p> <ul style="list-style-type: none"> • Can follow simple classroom rules and routines. • Understands how to wait their turn to speak and engage in group activities • Is able to wait patiently, such as while waiting in line. • Understands the concept of personal belongings vs. shared classroom resources. • Understands the concept of personal belongings vs. shared classroom resources. |

Throughout the summer term, children will be given lots of opportunities to develop the above skills in readiness for them entering Y1.

Curriculum readiness

We understand there is a big difference between the Early Years Foundation Stage and the full programmes of study for the each area of the National Curriculum. As such, we plan in opportunities and activities throughout the summer term to bridge the gap between these two phases of school, in order to best prepare children for curriculum readiness for Y1.

| Being Y1 curriculum ready | Early Learning Goals | Developing curriculum readiness for Y1 | National Curriculum link |
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| <p>Personal, social and emotional development</p> | <p>Self-regulation</p> <ul style="list-style-type: none"> 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. <p>Managing self</p> <ul style="list-style-type: none"> 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 <p>Building relationships</p> <ul style="list-style-type: none"> 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. | <p>Role-Playing Scenarios: Encourage children to act out situations where they need to consider others' feelings or make decisions, helping them understand consequences and rewards.</p> <p>Class Discussions: On topics like "Similarities and Differences" or "Understanding Bullying" to foster awareness and understanding.</p> <p>Additional responsibilities: Supporting school and class-based activities and initiatives through taking on simple but independent responsibilities</p> <p>Developing self-regulation: Continued interaction with the zones of regulation and Jigsaw programmes.</p> | <p>PSED – BHA PSHCE & RSE curriculum</p> <ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone |
| <p>Communication and Language</p> | <p>Listening, attention & understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; 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. <p>Speaking</p> <ul style="list-style-type: none"> 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. | <p>Storytelling Sessions: Use picture books to narrate stories. Pause at intervals, allowing children to ask questions or predict what might happen next. This helps them listen actively and respond.</p> <p>Interactive Read-Alouds: Choose books with repetitive lines or rhymes. Encourage children to join in, fostering attention and participation.</p> <p>Q&A Sessions: After reading a passage or watching an educational clip, ask children comprehension questions to ensure they understood the material.</p> <p>Show and Tell: Encourage students to bring an item from home and talk about it, promoting self-expression and use of vocabulary</p> <p>Story Recount: After a storytelling session, ask children to recount the story in their own words, ensuring they use recently introduced vocabulary</p> <p>Sentence Building Activities: Provide children with words and challenge them to form meaningful sentences, ensuring the use of conjunctions and various tenses.</p> | <p>Listening, attention & understanding – English Programme of study</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently. <p>Speaking – English Programme of study</p> <ul style="list-style-type: none"> Participating in discussions, presentations, performances, role play, improvisations, and debates. |
| <p>Physical Development</p> | <p>Gross motor skills</p> <ul style="list-style-type: none"> 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. <p>Fine motor skills</p> <ul style="list-style-type: none"> 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; Begin to show accuracy and care when drawing. | <p>Obstacle Courses: Set up courses that require climbing over, crawling under, and moving around obstacles, emphasizing safe negotiation of space.</p> <p>Balancing Games: Use balance beams or draw lines on the ground and ask children to walk without stepping off, enhancing their balance and coordination.</p> <p>Energetic Dance Sessions: Use lively music and teach choreographed dances. It's a fun way for children to practice energetic movements like jumping, hopping, and skipping.</p> <p>Writing Practice: Formal writing practice, sat at tables with a clear aim / objective.</p> <p>Drawing Sessions: Encouraging drawing with attention to detail.</p> | <p>Gross motor skills & fine motor skills – PE Programme of Study</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination. |

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| <p style="text-align: center;">Literacy</p> | <p>Comprehension</p> <ul style="list-style-type: none"> • 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, non-fiction, rhymes and poems and during role-play. <p>Word reading</p> <ul style="list-style-type: none"> • 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. <p>Writing</p> <ul style="list-style-type: none"> • 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 | <p>Interactive Reading: As you read stories, pause to ask questions ensuring children develop pleasure in reading and can discuss word meanings.</p> <p>Phonetic Spelling Challenges: Give children a word verbally and ask them to spell it phonetically using their sound-blending knowledge.</p> <p>Sentence Structuring: Provide children with jumbled sentences and ask them to rearrange them correctly, emphasizing the importance of sentences making sense.</p> <p>Writing Review: After children write sentences or short stories, encourage them to re-read their work, checking for clarity and meaning.</p> | <p>Comprehension & Word Reading – English Programme of study</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary, and understanding. • Read accurately by blending sounds. • Discuss and clarify the meanings of words. <p>Writing – English Programme of study</p> <ul style="list-style-type: none"> • Spelling words phonetically. • Writing sentences by saying out loud what they are going to write about. • Re-read their writing to check it makes sense. |
| <p style="text-align: center;">Mathematics</p> | <p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; 14 • 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. <p>Numerical patterns</p> <ul style="list-style-type: none"> • 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. | <p>Number Recognition Games: Play games that require students to recognize and use numbers up to and beyond 10. This can be through flashcards, number boards, or digital platforms.</p> <p>Math Operations: Use simple real-life scenarios (like sharing toys or candies) to help children understand basic concepts of addition, subtraction, multiplication, and division.</p> <p>Composition Exploration: Provide children with manipulatives (like counting beads or blocks) and ask them to represent numbers in different ways, reinforcing the deep understanding of numbers up to 10.</p> <p>Pattern Recognition: Introduce simple patterns using beads, coins, or drawings and ask children to continue the patterns. This aids in recognizing and describing patterns.</p> <p>Counting Challenges: Encourage children to verbally count beyond 20 and then write down the numbers they say, helping them to recognize and use higher numbers.</p> <p>Comparative Activities: Use manipulatives or drawings to represent two quantities. Ask children to identify which quantity is greater, lesser, or if they are the same, aligning with the concept of comparing quantities up to 10.</p> <p>Distributive Games: Engage children in activities where they distribute objects (like toys or candies) equally among a group, reinforcing the understanding of even distributions.</p> | <p>Number – Mathematics Programme of study</p> <ul style="list-style-type: none"> • Recognise and use numbers. • Understand basic addition, subtraction, multiplication, and division. <p>Numerical patterns – Mathematics Programme of study</p> <ul style="list-style-type: none"> • Recognise and use numbers. • Understand basic addition, subtraction, multiplication, and division. • Identify and describe patterns. |
| <p style="text-align: center;">Understanding the world</p> | <p>Past and present</p> <ul style="list-style-type: none"> • 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. <p>People, culture & communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World</p> <ul style="list-style-type: none"> • 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. | <p>Historical Stories: Introduce students to stories of notable figures and their roles in society from the past. Use illustrated books and visual aids to compare aspects of life in different periods.</p> <p>Timeline Activities: Create simple timelines to highlight significant national and international achievements. This could include inventions, discoveries, or major historical events.</p> <p>Discussing Memories: Engage students in conversations about changes within living memory by discussing older family members' memories or showing pictures from the past.</p> <p>Local Exploration: Conduct guided tours of the school and its immediate environment. Identify key human and physical features, linking to the geography of the school grounds and surroundings.</p> <p>Cultural Exchange: Use stories, non-fiction texts, and maps to discuss life in different countries, including the UK and contrasting non-European countries.</p> <p>Religion and Worldviews: Initiate discussions about different religions and worldviews, exploring questions about the nature of existence, religious and spiritual experiences. Visit places of worship if possible, to provide a hands-on understanding.</p> <p>Nature Observations: Encourage students to identify and draw common plants and animals found in gardens or local parks. This can help them</p> | <p>Past and present – History Programme of study</p> <ul style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally <p>People, culture and communities – Geography Programme of study</p> <ul style="list-style-type: none"> • Study the geography of their school and its grounds and the key human and physical features of its surrounding environment • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>People, culture and communities – RE Programme of study</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of Christianity and of other principal religions and worldviews that offer answers to questions such as the nature and the existence of God, the examination of religious and spiritual experiences, why and where do people worship, the impact of religion on its believers. <p>The Natural World – Science Programme of study</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees |

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| | | <p>recognize differences between deciduous and evergreen trees, as well as various animals including fish, amphibians, and mammals.</p> <p>Seasonal Studies: Engage students in observing changes across the four seasons, noting specific weather patterns associated with each season in the UK. Activities could include drawing, journaling, or photographic documentation.</p> <p>Weather Discussions: Discuss daily weather patterns in relation to specific locations, emphasizing understanding of larger geographical factors, such as the North and South Poles' influence on global climates.</p> | <ul style="list-style-type: none"> • Pupils should be taught to: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies <p>The Natural World – Geography Programme of study</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles |
| <p style="text-align: center;">Expressive Arts and Design</p> | <p>Creating with materials</p> <ul style="list-style-type: none"> • 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. <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> • 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. | <p>Art Activities: Introduce children to more diverse materials, tools, and techniques, extending from their EYFS experiences. Emphasize safety and align activities with the Art and Design Programme, focusing on drawing, painting, and sculpture. Discuss techniques involving pattern, texture, line, shape, form, and space.</p> <p>Role Play and Discussions: Utilizing the props and materials they've created, encourage children to role play and share their narratives. This experience aligns with the English programme's participation in discussions, presentations, performances, and debates.</p> <p>Enhanced Storytelling: Nurture activities where children can adapt and share stories with their peers and teachers. This will transition well into the English Programme, where there's a focus on listening and responding, building vocabulary, articulating opinions, and crafting narratives for different purposes.</p> <p>Expanded Musical Engagement: Organize sessions where children sing known nursery rhymes and songs, expanding on this foundation to align with the Music Programme. Here, the focus would be on singing expressively, playing both tuned and untuned instruments, listening with intent to a variety of music, and experimenting with different sounds.</p> <p>Expressive Movement: Activities where children move rhythmically to music can be evolved to more structured exercises in the PE Programme. Here, children would be introduced to fundamental movements like running, jumping, throwing, and catching. The aim would be to develop balance, agility, and coordination, eventually applying these skills in various activities.</p> | <p>Creating with materials – Art and Design Programme of study</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Creating with materials – English programme of study</p> <ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Being imaginative and expressive – English Programme of study</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings." • Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently." <p>Being imaginative and expressive – Music Programme of study</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes." • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music." • Experiment with, create, select and combine sounds using the inter-related dimensions of music." <p>Being imaginative and expressive – PE Programme of study</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. |