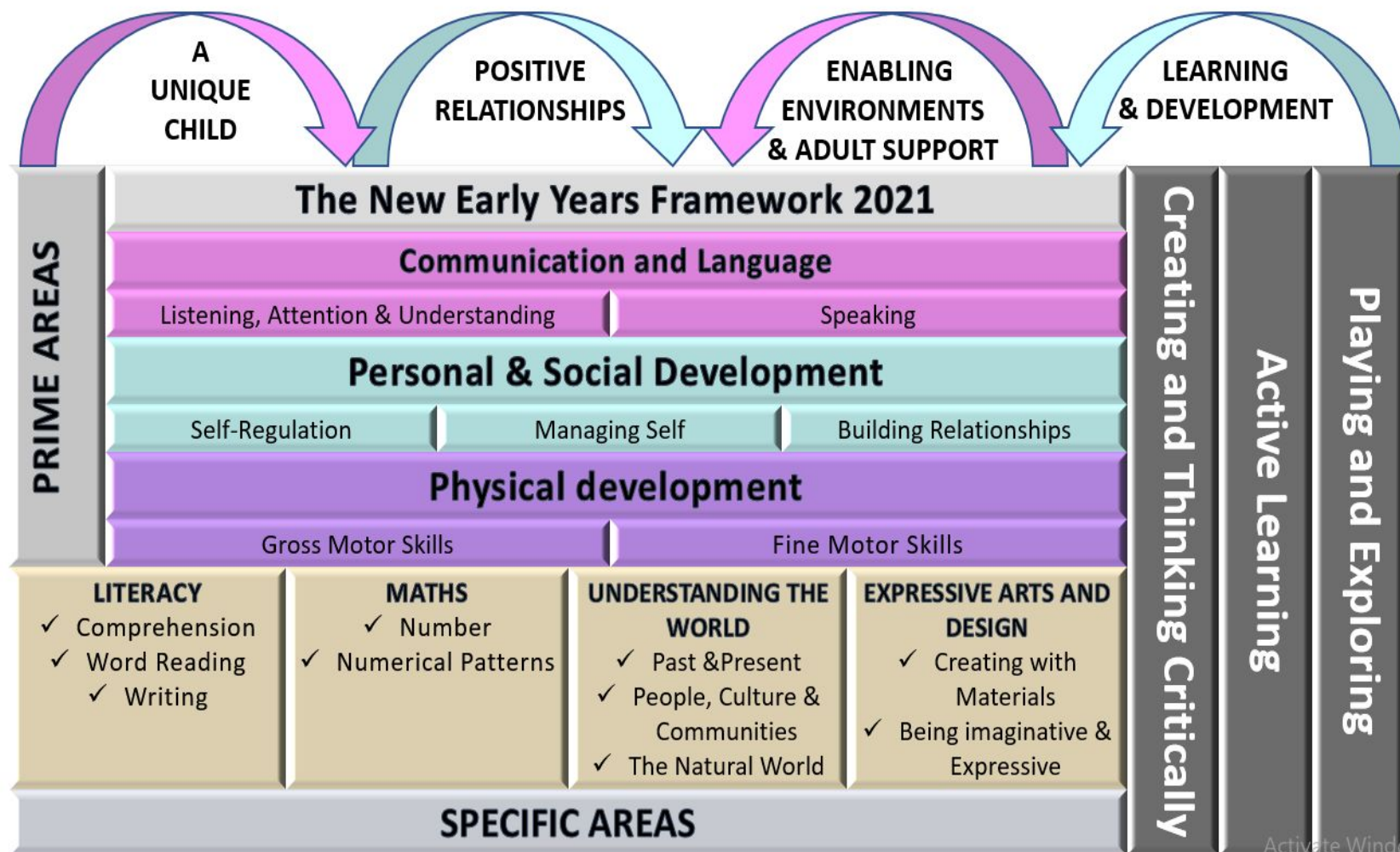


CURRICULUM OVERVIEW 22-23



Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. Together as effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests.

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Milborne St Andrew, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.



RECEPTION CURRICULUM OVERVIEW 22-23



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

POSSIBLE THEMES,
INTERESTS & LINES OF
ENQUIRY

WHERE IN THE WORLD?

Starting school/new beginnings
Rules and routines
Feelings and emotions
Celebrations, parties
Bonfire Night, Remembrance Day, Harvest, Diwali, Hanukkah,
Advent, Christmas
Seasonal changes – Autumn/Winter
HARMONY - WHY ARE BEES SO BRILLIANT? PRINCIPAL - INTERDEPENDENCE
SIMILARITY AND DIFFERENCE, PERSPECTIVE AND SOURCES
WEATHER AND SEASONS
WHERE ABOUTS IN THE WORLD DO REAL BEARS LIVE? WHERE IN THE WORLD ARE THE FORESTS OF PINE
TREES THAT BROWN BEARS LIVE IN?

WHAT WOULD IT BE LIKE TO LIVE WITH THE INUIT IN THE ARCTIC?
A PLACE CALLED HOME
MAPPING OUT NATURAL WORLD
CHRONOLOGY, CONTINUITY AND CHANGE
Growing and changing
Plants and flowers
Human body, senses
Keeping fit and healthy
Animals and minibeasts
Recycling, looking after the world
Seasonal changes – Winter/Spring

COME OUTSIDE!

ISN'T IT AMAZING?

Comparing places
Polar regions and the rainforest/jungle
Under the sea
Now and then
Seasonal changes – Spring/Summer
SOURCES AND ARTIFACTS
OUT AND ABOUT
MAKING SENSE OF MY ECOLOGICALLY DIVERSE WORLD - INVESTIGATING DIFFERENT
NATURAL ENVIRONMENTS

READING SPINE

LEARNING
THROUGH
STORIES

Nursery Rhymes
Giraffes Can't Dance
The Colour Monster
Bumblebear
The Button Box
Starting School

We're Going on a Bear Hunt
Goldilocks and the Three
Bears
Where's My Teddy?
Something about a Bear
Let's Go Home Little Bear
The Bear's Winter House
Grandpa Bodley and the
Photographs
Believe Me Goldilocks Rocks
Pink is for Boys

Lost and Found
Arctic White
Little Polar Bear
Footprints in the Snow
What the Oak Tree Sees
Snail Trail
Rosie's Walk
The Treasure Map
Henry's Map
What the Ladybird Heard

We're All Wonders
What did the Tree See?
Leaf Man
When I was Little
Once there were Giants
The Growing Story
After the Fall
We're Going on an Egg
Hunt

The Gruffalo
A Place Called Home
Henry's Map
My Map Book
Masai and I
The Great Kapok Tree
The Magic Paintbrush
Dear Komodo Dragon
The Dot

The Jolly Postman
My Map Book
Tiny, Perfect Things
Finding Wild
Over and Under the Pond
In the Small, Small Pond
Mud
Off to the Park!
Mr Grumpy's Outing
A River
The Three Billy Goats Gruff

LEARNING HOOKS
CULTURAL CAPITAL &
ENRICHMENT
EXPERIENCES

Autumn Walk
What is a cloud? Cloud
Watching
Why do we enjoy sunny days?
Shadow Play
Honeycomb Tasting
Harvest

How do windy days make us
feel? Fly a Kite
Guy Fawkes / Bonfire Night
Castaway Camp Fire
Advent/ Christmas
Remembrance Day
Growing Up Global: Making

What's special about frosty,
icy and snowy days? Winter
Walk
Internet Safety Day
Growing Up Global: The
Global Garden
RSPB Big Schools' Birdwatch

Pancake Day
Easter
Nature Scavenger Hunt
Science Week
Growing Up Global: Me &
My Family Activities
Farm Visits

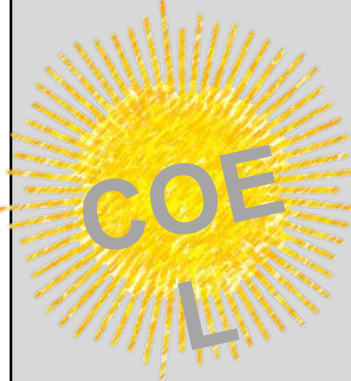
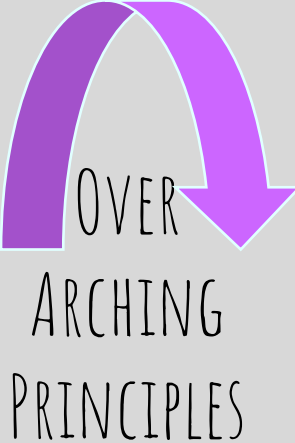
Food Tasting
Growing Up Global: Food
for Thought

Historical Artefact Enquiry
School Games Day
Pond Dipping
Walk to the Park
Visit to the Milborne River



RECEPTION CURRICULUM OVERVIEW 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LINES OF ENQUIRY	WHO AM I?	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	ISN'T IT AMAZING?	WOULD YOU RATHER...

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

SELF REGULATION & EXECUTIVE FUNCTION

THE BEST FOR EVERY CHILD

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

HIGH QUALITY CARE & PARTNERSHIP WITH PARENTS

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

PEDAGOGY

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

THE CURRICULUM & ASSESSMENT

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

PLAY: At Milborne St Andrew First School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.



RECEPTION CURRICULUM OVERVIEW 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2																												
LINES OF ENQUIRY	WHERE IN THE WORLD?		COME OUTSIDE!		ISN'T IT AMAZING?																													
CORE PRINCIPLES	<p>SELF: Character Formation</p> <p>Our values of resilience, responsibility and respect (for ourselves, others and the environment) are tangible throughout curriculum</p> <p>Enquiry Based Curriculum</p> <p>Provision for Philosophy, Religion & Ethics, PSHE, yoga and meditation</p>	<p>SELF: Insight</p> <p>Children have experiences and opportunities to build their cultural capital</p> <p>Effective pastoral care</p> <p>Growth Mindset</p> <p>Positive Relationships</p>	<p>OTHERS: Educational Excellence</p> <p>Teachers and children inspired and joyful</p> <p>High quality dialogue</p> <p>Speak sincerely</p> <p>Engage in empathic dialogue</p> <p>Culture of intellectual curiosity and continuous professional development</p>	<p>OTHERS: Educational Excellence</p> <p>Holistic, values based and contextualised curriculum</p> <p>Children actively involved in creating their own paths of learning</p> <p>Children's passions are evident</p> <p>Committed engagement of parents/carers as co-educators.</p>	<p>WORLD: Insight</p> <p>Children evidence insight in terms of their own identity, their relationship with others and with the wider world</p> <p>Positive Relationships</p> <p>All are committed to their own personal journey of self-discovery</p>	<p>WORLD: Character Formation</p> <p>Children make conscientious choices</p> <p>Promote the Common Good</p> <p>Children develop moral literacy</p> <p>Provision for Philosophy, Religion & Ethics, PSHE, yoga and meditation</p>																												
	<p>OWNERSHIP OF THEIR LEARNING</p> <p>INSPIRING LEARNING ENVIRONMENTS</p> <p>PUPIL VOICE</p> <p>RESTORATIVE PRACTICE</p> <p>HARMONY</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>At Milborne, we nurture and celebrate every unique child.</p> </div> <div style="width: 30%;"> <p>#respectforall</p> <p>Respect for self... We are kind to ourselves and responsible for our own learning.</p> <p>Respect for others... We are kind to each other. Our differences make us stronger.</p> <p>Respect for our world... We are part of nature. We will work together to make our world a better place.</p> </div> <div style="width: 30%;"> <table border="1"> <thead> <tr> <th>Harmony Principle</th> <th>S</th> <th>O</th> <th>W</th> </tr> </thead> <tbody> <tr> <td>Diversity</td> <td>My uniqueness</td> <td>Strength in diversity</td> <td>Biodiversity & Beauty</td> </tr> <tr> <td>Oneness</td> <td>I belong</td> <td>We belong</td> <td>Global community & SDGs</td> </tr> <tr> <td>Cycles</td> <td>Changing me</td> <td>Evolving relationships</td> <td>Nature & No waste</td> </tr> <tr> <td>Health</td> <td>My body and mind</td> <td>How can I help others?</td> <td>The health of our world</td> </tr> <tr> <td>Interdependence</td> <td>We are nature</td> <td>Everyone has value</td> <td>Alone we are one drop Together we are an ocean</td> </tr> <tr> <td>Adaptation</td> <td>Growth mindset</td> <td>Everyone has a story</td> <td>How nature evolves</td> </tr> </tbody> </table> </div> </div>						Harmony Principle	S	O	W	Diversity	My uniqueness	Strength in diversity	Biodiversity & Beauty	Oneness	I belong	We belong	Global community & SDGs	Cycles	Changing me	Evolving relationships	Nature & No waste	Health	My body and mind	How can I help others?	The health of our world	Interdependence	We are nature	Everyone has value	Alone we are one drop Together we are an ocean	Adaptation	Growth mindset	Everyone has a story
Harmony Principle	S	O	W																															
Diversity	My uniqueness	Strength in diversity	Biodiversity & Beauty																															
Oneness	I belong	We belong	Global community & SDGs																															
Cycles	Changing me	Evolving relationships	Nature & No waste																															
Health	My body and mind	How can I help others?	The health of our world																															
Interdependence	We are nature	Everyone has value	Alone we are one drop Together we are an ocean																															
Adaptation	Growth mindset	Everyone has a story	How nature evolves																															



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
--	----------	----------	----------	----------	----------	----------

LINES OF ENQUIRY

WHERE IN THE WORLD?

COME OUTSIDE!

ISN'T IT AMAZING?

VALUES

These will mirror the principles and values of our school #Respectforall

We will 'dip in and out of each area' each term as and when we need to.

PEOPLE, CULTURE & COMMUNITIES

Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

They will begin to understand and value the differences of individuals and groups within their own community.

Children will have opportunity to develop their emerging moral and cultural awareness.

Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.

British Value: Mutual Respect

We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.

British Value: Mutual Tolerance

Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.

British Value: Rule of Law

We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.

British Value: Individual Liberty

We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.

British Value: Democracy

We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.

Recap all British Values

British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.

Explore and Ask
Me, My Friends and My School Day: Chronology Stories: Different Viewpoints and Historical Sources
Environment: Forests, Woods and Trees
Investigation and Exploration: What is Weather?

Share, create and think
Continuity and Change: Me and Our House
A Place Called Home: Me, My Family and My Home
Mapping: Tracks, Tracking, Trails and Routes
Exploring the Natural World, Investigating Environments

Solve problems
Understanding the Past: Same but Different
Artefact Investigation
Out and About: School and Local Environments
The Wider World: Comparison with Other Homes and Families around the World

Special Places and Festivals
A Wet And Windy Harvest For Puddles
 Develop an awareness and enjoyment of church activities and the Christian Harvest festival

The Birth of Jesus
 Become familiar with the Nativity story and the way in which some churches celebrate the birth of Jesus

Showing Responsibility towards the Natural World
The Baby Birds
 Appreciate and experience the plants and animals in the natural world and think about our actions and consequences.

Special Places and Festivals
Puddles and the Happy Easter Day
 Easter celebrations: Remembering Jesus the teacher; sad times and happy times.

Creation and the Natural World
The Tiny Ants
 To appreciate that creatures of all shapes and sizes are equally important and are worthy of care. Become familiar with the message of a traditional Muslim story about the natural world.

Awe and Wonder of New Life
Seven New Kittens
 Appreciate and experience the awe and wonder of new life and consider the importance of valuing it. Become familiar with the message of a traditional Muslim story about the natural world.



RECEPTION CURRICULUM OVERVIEW 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LINES OF ENQUIRY	WHERE IN THE WORLD?		COME OUTSIDE!		ISN'T IT AMAZING?	
KEY KNOWLEDGE (INCLUDING BUT NOT LIMITED TO)	<p><u>All About Me:</u> Families come in all shapes and sizes. We are all unique, but other people can have similarities to me. It is good to be different and we must always show kindness and respect towards everyone.</p> <p><u>Celebrations:</u> Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have. Bonfire Night is on the 5th November. People celebrate with bonfires and fireworks. Remembrance Day is on the 11th November. We remember all the people who have died in wars. There is a time of silence at 11am.. Christmas Advent is a time of preparation for Christmas. Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus' birth.</p>		<p><u>Plants:</u> Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers. Plants need light, warmth, water and food to grow.</p> <p><u>Humans:</u> It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene. We have five senses - taste, touch, sight, hearing, smell.</p> <p><u>Animals:</u> Baby animals are sometimes known by different names to the adult. Some baby animals do not look like the adult. Spiders have 8 legs. Insects have 6 legs and three body sections – head, thorax and abdomen.</p> <p><u>Our World:</u> We have a responsibility to look after our world.</p>		<p><u>Which Season?</u> The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy. In Spring it starts to get warmer and things start to grow again. In Summer it can be hot and lots of things grow.</p> <p><u>Here or there?</u> Polar regions are cold, icy and have snow. Not many plants grow there. Deserts are dry and sandy. They are very hot in the day and very cold at night. Rainforests are wet, hot and humid. They have lots of rain. Lots of different trees and flowers grow there. There is more sea than land on earth. Lots of different things live under the sea.</p> <p><u>Now or then?</u> People wore different clothes. People travelled in different ways. Houses were made of different materials. Children played with different toys. We have not always had computers and the internet.</p>	
KEY VOCABULARY (INCLUDING BUT NOT LIMITED TO)	respect, unique, emotions, celebrate, parade, gift, feast, decorate, festive		senses, develop, healthy, skeleton, metamorphosis, arachnid, insect, nocturnal		conflict, freezing, seasons, ancient, environment, polar, desert, tropical, marine, vast	

We recognise that all children are unique and special.



RECEPTION CURRICULUM OVERVIEW 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LINES OF ENQUIRY	WHERE IN THE WORLD?		COME OUTSIDE!		ISN'T IT AMAZING?	
COMMUNICATION AND LANGUAGE	<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>CURRICULUM GOAL - To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.</p>					
POETRY BASKET						
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions and weekly interventions using word aware, concept cat and WellComm.	<p>Welcome to Rabbits Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Understand how to listen carefully and why listening is important. Engage in story times</p>	<p>Tell me a Story! Tell me a story - retelling stories Story language Listening and responding to stories Takes part in discussion Ask questions to find out more and to check they understand what has been said to them Develop social phrases</p>	<p>Tell me Why! Story invention – talk it! Listen to and talk about stories to build familiarity and understanding. Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives</p>	<p>Talk it Through! Describe events in detail – time connectives Use talk to help work out problems and organize thinking and activities Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Explain how things work and why they might happen</p>	<p>What Happened? Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p>	<p>Time to share! Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary</p>
DAILY SHARED READING	Learn new vocabulary Use new vocabulary through the day		Listen carefully to rhymes and songs, paying attention to how they sounds Learn rhymes, poems and songs		Use new vocabulary in different contexts	

We understand that children will make progress at different times. There is no right time... they will progress when they are ready.



RECEPTION CURRICULUM OVERVIEW 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LINES OF ENQUIRY	WHERE IN THE WORLD?		COME OUTSIDE!		ISN'T IT AMAZING?	
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>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.</p> <p>CURRICULUM GOAL - To become an Independent Individual who can follow #respect, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings.</p>					
MANAGING SELF	Being Me in My World Self-identity Understanding feelings; Expressing own & considering others Being in a classroom Being gentle Rights and responsibilities	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself Moderate feelings	Dreams and Goals Challenges Resilience & perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend Other's perspectives	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations Managing self
SELF - REGULATION	<p>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> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. 					
LINK TO BEHAVIOUR FOR LEARNING	<p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>					





RECEPTION CURRICULUM OVERVIEW 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LINES OF ENQUIRY	WHERE IN THE WORLD?		COME OUTSIDE!		ISN'T IT AMAZING?	
PHYSICAL DEVELOPMENT	<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>CURRICULUM GOAL - To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>					
FINE MOTOR	<p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paintbrush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle / Start to draw pictures that are recognisable /</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
GROSS MOTOR	<p>Cooperation & parachute games</p> <p>Climbing: Outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Changing for PE / Help individual children to develop good personal hygiene.</p> <p>FUNS 1, 10, 11, : Floor movement patterns and one leg standing (pirates)</p>	<p>Gymnastics: Apparatus FUNS 4, 5</p> <p>Crates & tyres play climbing. Skipping ropes in outside area</p> <p>FUNS: 2 Seated static balance (cheeky monkeys)</p>	<p>Gymnastics: Apparatus FUNS 3, 7: Counter balances in pairs</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push e.g. Two-wheeled balance bikes, scooters, trikes, skateboards, wheelbarrows, prams.</p>	<p>FUNS 6: children moving with confidence</p> <p>Dance / moving to music</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p>	<p>FUNS 8, 9, 12: Ball skills aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Encourage children to be highly active and get out of breath several times every day.</p>	<p>Obstacle activities children moving over, under, through and around equipment</p> <p>Races & team games involving gross motor movements</p> <p>Coordination with equipment</p>
REAL PE: FUNS FUNDAMENTAL MOVEMENT SKILLS	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					
WAKE&SHAKE WEEKLY YOGA LESSON	<p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES: FUNKY FINGERS, DOUGH-GYM</p>					

All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

LINES OF ENQUIRY

WHERE IN THE WORLD?

COME OUTSIDE!

ISN'T IT AMAZING?

LITERACY

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

CURRICULUM GOAL - To become a **Brilliant Bookworm** who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a **Wow Writer** who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.

COMPREHENSION
- DEVELOPING A
PASSION FOR READING
Children will visit the library weekly

Listen and enjoy sharing a range of books.
Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.
Know that print carries meaning and in English, is read from left to right and top to bottom.
Know the difference between text and illustrations.
Join in with repeated refrains and key phrases.

Engage in conversation and can answer questions when reading wordless fiction and nonfiction books.
Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.
Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.

Use picture clues to help read a simple text.
Predict and anticipate key events based on illustrations, story content and title.
Understand the structure of a non-fiction book is different to a fiction book.
Play is influenced by experience of books (small world, role play).

Retell stories in the correct sequence, draw on language patterns of stories.
Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why.
Independently access the features of a non-fiction book.
Play influenced by experience of books
Innovate a well-known story with support.

Correctly sequence a story or event using pictures and/or captions.
Respond to questions about how and why something is happening.
Know the difference between different types of texts (fiction, nonfiction, poetry)
Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.

Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.
Recall the main points in text in the correct sequence, using own words and include new vocabulary.
Talk about themes of simple texts e.g. perseverance, good v evil.

WORD READING

Daily structures whole class phonics using 'Essential Letters and Sounds'. Decodable books to match sounds taught.

Word Reading: Hear general sound discrimination and be able to orally blend and segment.
Phonics: Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.

Word Reading: 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 a few common exception words.

Phonics: Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know high-frequency common words (the, to, no, go).

Phonics: Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss. Know tricky words - the, to, and, no, go, I. Blend and segment known sounds for reading and spelling VC, CVC, CVCC

Word Reading: Read some letter groups that each represent one sound and say sounds for them.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Phonics: Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz. Know the 4 consonant digraphs - sh, th, ch, ng. Know 9 vowel digraphs - ai, ee, oa, oo, ar, or, ur, ow, oi. Know trigraph igh. Know tricky words, the, to, he, she, we, me, be, was, my. Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.

Phonics: Know trigraphs ear, ure, air. Know vowel digraph er. Read tricky words they, her, all, are. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.

Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
Phonics: Read CVCC words. Know adjacent consonants - sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr. Read tricky words do, when, out, what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.

We will provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

LINES OF ENQUIRY

WHERE IN THE WORLD?

COME OUTSIDE!

ISN'T IT AMAZING?

WRITING

TFW USED AS STIMULUS
ACROSS THE YEAR

TEXTS MAY CHANGE DUE
TO CHILDREN'S
INTERESTS

Only ask children to write
sentences when they have
sufficient knowledge of
letter-sound correspondences.

Texts as a Stimulus:
Giraffes Can't Dance
(Wishing tale)

Create a 'things we can't
do yet' poster / make
marks

Develop listening and
speaking skills in a range
of contexts. Aware that
writing communicates
meaning. Give meaning
to marks they make.
Understand that
thoughts can be written
down. Write their name
copying it from a name
card or try to write it
from memory.

Orally segment sounds in
simple words.
Write their name copying
it from a name card or try
to write it from memory.

Texts as a Stimulus:
*We're Going on a Bear
Hunt* (Journey story)

Sequence the story
Labels

Copies adult writing
behaviour e.g., writing on
a whiteboard, writing
messages. Makes marks
and drawings using
increasing control. Know
there is a sound/symbol
relationship. Use some
recognisable letters and
own symbols. Write
letters and strings,
sometimes in clusters like
words.

Orally spell VC and CVC
words by identifying the
sounds.
Write own name.

Texts as a Stimulus:
Lost and Found (Dilemma
Story)

CVC words / simple
sentence writing using
high frequency words

Use appropriate letters for
initial sounds. Orally
compose a sentence and
hold it in memory before
attempting to write it and
use simple conjunctions.

Guided writing based
around developing short
sentences in a meaningful
context. Create a
storyboard.

Spell to write VC and CVC
words independently
using Phase 2 graphemes

Texts as a Stimulus:
Leafman

Retell parts of the story /
repeated refrains / speech
bubbles

Use talk to organise
describe events and
experiences. Begin to
write a simple sentence
with support.

Spell to write VC, CVC and
CVCC words
independently using
Phase 2 and phase 3
graphemes.
Spell some irregular
common (tricky) words
e.g., the, to, no, go
independently.

Hold a pencil effectively to
form recognisable letters

Texts as a Stimulus:
*We're Going on an Egg
Hunt* (Journey story
Innovation)

Retell the story in own
words / reverse the
journey
Describe each animal
Write new version

Continue to build on
knowledge of letter
sounds to build words in
writing. Use writing in
play. Use familiar words in
their writing.
Write a simple sentence
with a full stop.

Spell words by drawing on
knowledge of known
grapheme
correspondences.
Make phonetically
plausible attempts when
writing more complex
unknown words.

Texts as a Stimulus:
*The Three Billy Goats
Gruff* (Defeat Monster)
Create a wanted poster to
catch the troll

Mr Gumpy's Outing
(Cumulative)
Report about the animals
falling into the water

Beginning to use full
stops, capital letters and
finger spaces. Innovation -
Using familiar texts as a
model for writing own
stories. Write three
sentences – B, M & E.

Spell words by drawing on
knowledge of known
grapheme
correspondences.
Make phonetically
plausible attempts when
writing more complex
unknown words e.g.,
using Phase 4 CCVCC
Spell irregular common
words independently.


We will encourage children's independence and decision-making, supporting them to learn through their mistakes.

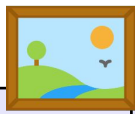


RECEPTION CURRICULUM OVERVIEW 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LINES OF ENQUIRY	WHERE IN THE WORLD?		COME OUTSIDE!		ISN'T IT AMAZING?	
MATHS <i>Maths No Problem Foundations Scheme of Learning</i> <i>Mathematics Mastery</i>	<p>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.</p> <p>CURRICULUM GOAL - To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.</p>					
	<p>Count objects, actions and sounds Subitise Matching, sorting and comparing Comparing amounts Comparing size, mass and capacity Exploring pattern - making simple</p>	<p>Explore the of composition of numbers Subitise Automatic recall number bonds 0-5 Representing, comparing, composition and numeral formation of 1 to 5 Circles and triangles Positional language Shapes with 4 sides Time - Night and Day</p>	<p>Explore the of composition of numbers to 5 Subitise Introducing zero Comparing numbers to 5 Comparing mass Comparing capacity Numbers 6, 7 and 8 Making pairs Doubles Combining two groups Length and height</p>	<p>Explore the composition of numbers to 10 Subitise Numbers 7, 8 and 9 Making pairs Combining groups Number bonds 3D shapes Patterns</p>	<p>Explore the composition of numbers beyond 10 Subitise Automatic recall number bonds 0-10 Numbers 10 and beyond - subitising, counting, sorting, matching, comparing and ordering Composition of and counting patterns to 10 and beyond Spatial reasoning Match, rotate and manipulate Pattern AABB - BBA</p>	<p>Explore the composition of numbers beyond 10 Subitise Automatic recall number bonds 0-10 Adding more Taking away Number bonds patial reasoning Doubling Sharing and grouping Even and odd Patterns and relationships</p>
	<i>Link the number symbol with its cardinal number value.</i>		<i>Select, rotate, and manipulate shapes in order to develop spatial reasoning skills.</i>			
	<i>Count beyond ten.</i>	<i>Compare numbers</i>	<i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i>			
	<i>Understand the 'one more/one less than' relationship between consecutive numbers.</i>			<i>Continue, copy, and create repeating patterns.</i>		
	<i>Compare length, weight, and capacity.</i>					



	AUTUMN 1  AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
LINES OF ENQUIRY	WHERE IN THE WORLD?	COME OUTSIDE!		ISN'T IT AMAZING?		
UNDERSTANDING THE WORLD	<p>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.</p> <p>CURRICULUM GOAL - To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. To become a Compassionate Citizen who can help to look after their community and care for the environment.</p>					
HARMONY CURRICULUM	<p>THE PRINCIPLE OF INTERDEPENDENCE</p> <p><i>Why are bees so brilliant?</i></p> <p>Roles within the class community: cooperation, actions and consequences</p>	<p>THE PRINCIPLE OF THE CYCLE</p> <p><i>What did the tree see?</i></p> <p>The life cycle of a tree</p>	<p>THE PRINCIPLE OF ONENESS</p> <p><i>What can we learn from a journey South?</i></p> <p>What lessons can be learned from nature that</p>	<p>THE PRINCIPLE OF HEALTH</p> <p><i>What do I need to be healthy?</i></p> <p>Learning what I need to be a healthy person in body, mind and spirit</p>	<p>THE PRINCIPLE OF DIVERSITY & ONENESS</p> <p><i>How does where I live compare with other homes and families around the world?</i></p> <p>Appreciating diversity in people and places around the world and the oneness in other cultures</p>	<p>THE PRINCIPLE OF ADAPTATION</p> <p><i>How has Milborne changed over time?</i></p> <p>The geography, life and future of our local area.</p>
GREAT WORKS	Invite parent community in to share 'Bee School' learning and spread	Discover and create 'magical creatures' in the woods (natural sculptures)	Invite parent community in to an exhibition of our artwork alongside OE 'stay and play' including den building	A Soundscape: Record a farm soundscape using voices and instruments	Preparing and experiencing food from other places	Fieldwork: Visit children's homes who live in Milborne and take photographs for a map display
SUSTAINABILITY THEME	<p>How can we help save bees?</p> <ul style="list-style-type: none"> - Make a bee bath - Seed school grounds with wildflower seed balls 	<p>Message: Taking care of the environment, leaving no evidence of a human presence other than footprints</p>	Construct hedgehog friendly homes suitable for hibernation in the school grounds	Exploring local, seasonal, free range and organic food	Building model homes from recyclable materials	Litter picking
OUTDOOR LEARNING	Explore and experience the natural world: Understand processes and changes including seasons, and changing states of matter (weather)	Making sense of my ecologically diverse world: Investigating the woodland	What makes a good winter home for native British species that hibernate (dormice, hedgehogs and bats)?	Community Partners: Visiting local working farms	Explore and compare through observations of grounds	Making sense of my ecologically diverse world: Investigating school grounds (pond, mud, field) and local area (park, river)



RECEPTION CURRICULUM OVERVIEW 22-23



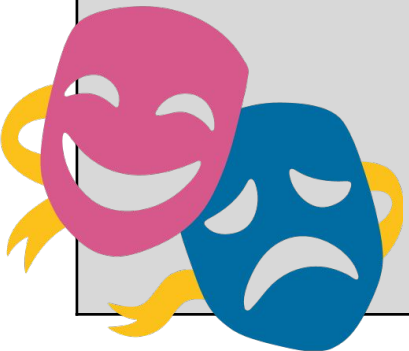
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LINES OF ENQUIRY	WHERE IN THE WORLD?		COME OUTSIDE!		ISN'T IT AMAZING?	
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular 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.</p> <p>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>CURRICULUM GOAL - To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>					
	<p>Join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs.</p> <p>Self-portraits</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Junk models; take picture of children's creations and record them explaining what they did.</p> <p>Exploration of paint and mixing of colours to make firework pictures.</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Artist study – Yayoi Kusama</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using</p> <p>Collage artwork themed around <u>Eric Carle</u></p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Rubbings and natural sculptures imitating Artist: <u>Andy Goldsworthy</u></p> <p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Exploring textures, pastels, printing and patterns</p> <p>Observational drawings</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Listen attentively, move to, and talk about music, expressing their feelings and responses</p> <p>Retelling familiar stories</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them using ICT</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>

LINES OF ENQUIRY

EXPRESSIVE ARTS AND DESIGN








Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.



RECEPTION CURRICULUM OVERVIEW 21-22

EARLY LEARNING GOALS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.