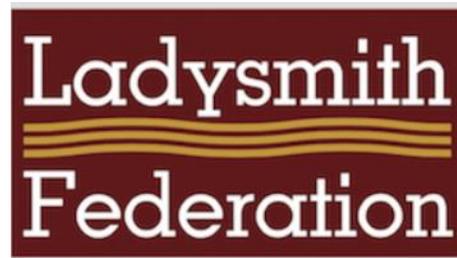


# EYFS Curriculum Overview 2022-23



*Ambition, Adventure, Achievement*

# Vision for Every Child

As a Federation we have worked closely to develop our Vision for Every Child. All of our children are equal and yet unique, with their own special talents and needs. This vision is our commitment to do the very best for all of the children and families who are part of Ladysmith.

## Our Vision for Every Child

### Ambition

- To develop self-motivated, ambitious, independent, caring and happy children
- To provide a rich and exciting curriculum which engages and motivates
- Everyone has the ambition to be as good as they can be in all aspects of their learning
- To promote an active and healthy lifestyle with good mental wellbeing and an understanding of how to stay safe

### Adventure

- Provide enrichment opportunities for all which challenge, capture curiosity and develop imagination
- Provide opportunities for children to discover and develop their unique interests and talents
- We help children to understand our rapidly changing world
- We embrace and value diversity within our own community and beyond

### Achievement

- We recognise and celebrate achievement in all its forms
- We have high expectations in everything we do
- We do everything we can to ensure that every child is successful
- We provide a secure supportive environment in which children can achieve their full potential

# Our EYFS Intent

The Early Years Foundation Stage is a crucial step in children's early development and learning and we recognise this through our ambitious curriculum.

At Ladysmith we want all children to become life-long learners, independent thinkers and confident communicators, and we are committed to providing the opportunities for every child to grow and flourish from the start of their time with us.

Our Early Years Foundation Stage seeks to provide:

- quality and consistency so that every child makes good progress and no child gets left behind
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The four guiding EYFS principles shape practice in our early year's settings:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
4. Learning and Development. We understand children develop and learn in different ways and at different rates. The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

*It is our intention that our curriculum provides the basis for learning and development but that, following best practice, class teachers adapt to and reflect the individual and collective interests, passions and needs of the children in their class so that learning is a challenging and enjoyable experience for all.*

## **Teaching and Learning in EYFS**

Play is essential for children's development, building their confidence as they learn to explore, relate to others, 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. Teachers will stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the Reception year, there will be a greater focus on teaching the essential skills and knowledge in the Specific Areas of Learning. This will help children to prepare for Year 1 and beyond.<sup>1</sup> We know that young children learn best through play and so ensure they have extended periods of independent play in our provision, supporting them to practise and build on adult-led learning as well as their own fascinations.

The foundation for our curriculum and the learning experience will be rooted in the Prime Areas of the EYFS Framework: Communication and Language; Personal, Social and Emotional Development and Physical Development. The four Specific Areas - Literacy, Maths, Understanding the World, and Expressive Arts and Design - will build on these firm foundations and ensure that children are ready for the depth and breadth of our Key Stage 1 curriculum. Each of these areas follow an educational programme which involves a breadth of activities and experiences for children, as set out under each of the areas of learning in the Statutory framework for EYFS 2021.

Reading is at the heart of our curriculum. We teach all children to read using the Read Write Inc phonics programme from the start of Reception and, where appropriate, in Nursery. All children are taught in groups which match their reading level and make rapid progress. Those in the lowest 20% are quickly identified and small group or 1:1 tutoring is put in place. As well as ensuring that every child becomes a reader, we work hard to instil a love of reading. Children are read to throughout the day individually, in small groups and as a whole class. We provide books and reading opportunities throughout our learning environment and children in Nursery choose and bring home a book from their library weekly, whilst in Reception children visit the school library weekly from the start of school, bringing home a reading for pleasure book alongside their decodable text (when they are ready for this).

---

<sup>1</sup> taken from The Statutory Framework for EYFS 2021, 1.14

We strongly value our place in our community and our partnerships with parents and carers. Parents are invited into school at regular opportunities to learn more about how we teach and to join in with aspects of the learning day. Using Tapestry, we share information on what children have learnt and how best to support this learning at home. We celebrate the diversity of our community through learning about and sharing festivals and inviting speakers in to talk about their culture and beliefs. We know that children cannot be what they cannot see and so ensure that our curriculum and resources reflect the diversity of modern Britain. We offer children opportunities to engage in cultural visits such as to local museums and theatres, and to understand Ladysmith's place in the wider world through visits to our local park, the beach and moor. Children are taught from the very beginning to value and celebrate the rich tapestry of our community, country and wider world and to be aspirational about their own futures.

	<p><b>Curriculum focus</b></p>
<p><b>Autumn 1</b></p>	<p><b>The Story of Me</b>  Our focus this half term will be on developing children’s positive sense of self and their understanding of their own place in the Ladysmith school community. We will spend time talking together and finding out about ourselves, our classmates and others. Through talk and stories, we will explore what it means to be a person, how our likes and dislikes make us unique and learn about how we can value and show love to others. We will start teaching children how to access the provision independently and the routines for the school day. Children will learn how to make positive behaviour choices, create positive interactions, and co-operate and resolve conflicts. We will find out about how to keep our bodies and minds healthy and safe, recognising the amazing things we can all do. We will use books, stories and videos to find out about people who live in different places and celebrate the diversity of our community and the wider world.</p>
<p><b>Linked texts:</b></p>	<p>Reading is at the heart of our curriculum. Through books and stories, as well as multiple opportunities to discuss, recreate and explore texts, children will be exposed a wide range of vocabulary which they will become confident using independently. Reading broadens horizons and opens new worlds and children will be read to and stories shared frequently throughout the school day. As well as these linked texts, further books from our love of reading spine will be shared and enjoyed as a class and, in Reception, we will learn vocabulary in planned ‘Talk through Stories’ sessions.</p> 

Key dates / festivals:							
	Physical Development	Personal, Social and Emotional Development	Communication and Language	Literacy	Maths	Understanding the World	Expressive Arts and Design
<b>Nursery</b>	<p>Dough gym/Flim flams</p> <p>Sewing trolley</p> <p>Playdough trolley +Playdough table</p> <p>Fine Motor Skills unit</p> <p><u>Outside:</u> PE shed, climbing equipment/ ladders/ bikes</p>	<p>Jigsaw: Being Me in My World</p>	<p>Use of Makaton signs for greetings, "help" and "finished".</p> <p>Role play areas.</p> <p><u>Poetry Basket:</u> Chop Chop</p> <p>Helicopter Stories</p> <p>Books and love of reading – Nursery book spine</p> <p>Curiosity Cube</p> <p>Photos to talk about.</p>	<p>Helicopter stories with focus children</p> <p>Book areas/ books to supplement other areas</p> <p>Writing area with name cards</p> <p>Listening walk: environmental sounds</p> <p>Rhyming games Silly Soup</p> <p>Mark making Outside: Mark making/ chalk/ big brushes</p> <p>Read Write Inc: Sound a week</p>	<p><u>Spatial reasoning:</u> Explores the size and shape of objects by observing them as they move in space, using trial and error to discover how they fit into space, and eventually predicting what will fit inside a space without attempting all possible solutions. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones</p>	<p>Growing: planting bulbs for spring; harvesting vegetables grown over summer.</p> <p>Visit to the goats - begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Continue developing positive attitudes about the differences between people: learn about Diwali</p>	<p>Using musical instruments in provision.</p> <p>Learning to use art and creative resources independently - Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p> <p>Skills week: junk modelling; poster paints.</p> <p>Sing Nursery rhymes, learn poems ('Chop Chop') and engage in story-telling through Helicopter Stories.</p>

			Listening and questioning		<p>–an arch, a bigger triangle, etc</p> <p><u>Number:</u> Say one number for each item in order: 1,2,3,4,5</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>		
<b>Reception</b>	<p>Dough gym/Fun Fit</p> <p>Playdough trolley +Playdough table</p> <p>Fine Motor Skills games</p> <p>Starting to hold pencils</p>	Jigsaw: Being Me in My World	<p>Use of Makaton signs for greetings, "help" and "finished".</p> <p>Role play areas.</p> <p><u>Poetry Basket:</u> A Basket of Apples Leaves are Falling</p>	<p>Helicopter Stories</p> <p><u>Poetry Basket:</u> A Basket of Apples Leaves are Falling</p> <p>Book areas/ books to supplement other areas</p> <p>Writing area with name cards and sound mats with</p>	<p><u>Spatial reasoning:</u> Construction</p> <p>3D shapes: Recognising some 3D shapes (solids), using informal and some formal names. Recognising faces as 2D shapes.</p> <p><u>Number:</u> (NumberSense) Subitising quantities to 3.</p>	<p>Growing: planting bulbs for spring; harvesting vegetables grown over summer.</p> <p>Explore the natural world and describe what they hear, see and feel outside by noticing the changes as we</p>	<p>Using musical instruments in provision.</p> <p>Learning to use art and creative resources independently - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Sing Nursery rhymes, learn poems ('A Basket</p>

	<p>correctly and form letters</p> <p><u>Get Set for PE:</u> Introduction to PE, Fundamentals ,</p> <p><u>Outside:</u> PE shed, climbing equipment/ ladders/ bikes, woodwork.</p>		<p>Helicopter Stories</p> <p>Books and love of reading - Reception book spine</p> <p>Investigation area – autumn objects, eg. Acorns, conkers, leaves.</p> <p>Photos to talk about.</p> <p>Listening and questioning</p>	<p>sounds learnt in Read Write Inc.</p> <p>Rhyming and sound awareness games</p> <p>Mark marking</p> <p><u>Outside:</u> Mark making/ chalk/ big brushes</p> <p><u>Read Write Inc:</u> Set 1 single letter sounds</p>		<p>move from autumn to winter.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways: learn about Diwali. Start to ask questions to find out more.</p> <p>Use a map to identify where daily fruits and vegetables eaten at snack-time come from. Learn how to identify where the UK is on the map.</p>	<p>of Apples' and 'Leaves are Falling') and engage in story-telling through Helicopter Stories.</p>
--	--	--	--	--	--	--	---

	<b>Curriculum focus</b>	
<b>Autumn 2</b>	<p><b>Autumn and Winter: festivals and changes</b></p> <p>This half term we will be learning about the changes which occur in the natural world as we move from Autumn into Winter. We will go on nature walks to observe these changes, making observations and asking questions about the things we see. We will think about the different clothes we wear at different times in the year. We will explore artworks inspired by Autumn and Winter by famous and influential artists such as Van Gogh, Kandinsky and Georgia O’Keefe, using these to build an understanding of colour. We will create our own seasonal artworks, inspired by the things we have learnt and using a range of materials and resources. We will listen to music linked to the seasons and dance to this, considering how the tempo, rhythm and melodies make us feel and how we can move our bodies in a range of different ways. We will also learn about different festivals associated with or taking place during the Autumn and Winter, exploring the diversity of beliefs in our community and our country, and celebrating the differences and similarities between us. As we get closer to Christmas we will learn about the Christian story of Christmas and will learn Christmas songs ready to perform. In Reception we will also learn lines for our Nativity play which we will perform for our grownups.</p>	
<b>Linked texts:</b>	<p>Reading is at the heart of our curriculum. Through books and stories, as well as multiple opportunities to discuss, recreate and explore texts, children will be exposed a wide range of vocabulary which they will become confident using independently. Reading broadens horizons and opens new worlds and children will be read to and stories shared frequently throughout the school day. As well as these linked texts, further books from our love of reading spine will be shared and enjoyed as a class and, in Reception, we will learn vocabulary in planned ‘Talk through Stories’ sessions.</p>	

<b>Key dates / festivals:</b>		31 <sup>st</sup> October: Hallowe'en 5 <sup>th</sup> November: Bonfire Night 11 <sup>th</sup> November: Remembrance Day 13 <sup>th</sup> -20 <sup>th</sup> November: Interfaith Week 1 <sup>st</sup> December: Beginning of Advent 18 <sup>th</sup> December: Hannukah 25 <sup>th</sup> December: Christmas Day					
	<b>Physical Development</b>	<b>Personal, Social and Emotional Development</b>	<b>Communication and Language</b>	<b>Literacy</b>	<b>Maths</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<b>Nursery</b>	Dough gym/Flim flams  Sewing trolley  Playdough trolley +Playdough table  Fine Motor Skills unit  <u>Outside:</u> PE shed, climbing equipment/ladders/bikes	Jigsaw: Celebrating difference	Use of Makaton signs for greetings, "help" "finished" + "please" and "thankyou".  Role play areas.  <u>Poetry Basket:</u> Falling Apples Breezy Weather I can build a Snowman  Helicopter Stories	Helicopter stories with focus children  Book areas/ books to supplement other areas  <u>Poetry Basket:</u> Falling Apples Breezy Weather I can build a Snowman  Writing area with name cards  Listening walk: environmental sounds Rhyming games	Measures: <u>Length:</u> Identifies length/distance as an attribute. May understand length as an absolute descriptor (e.g., all adults are tall), but not as a comparative (e.g., one person is taller than another). May compare non-corresponding parts of shape in determining side length. <u>Volume:</u> Identifies capacity or volume as attribute. Builds with blocks, associating more blocks with terms	Visit to the school library.  Continue developing positive attitudes about the differences between people: learn about Hannukah and Diwali.  Explore the changing seasons through outdoor walks and play as well as investigating seasonal resources – talking about what they see,	Learning songs for Christmas performance.  Learning to use art and creative resources independently - Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.

			<p>Books and love of reading Nursery book spine</p> <p>Curiosity Cube</p> <p>Photos to talk about.</p> <p>Listening and questioning</p>	<p>Silly Soup</p> <p>Mark making Outside: Mark making/ chalk/ big brushes</p> <p>Read Write Inc: Sound a week</p> <p>Traditional Tale: Goldilocks and the Three Bears</p>	<p>like “big” and fewer blocks with terms like “small.”</p> <p><u>Number</u> Say one number for each item in order: 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>(<u>NumberSense</u>): Subitising quantities to 3 (Books 1 and 2)</p>	<p>using a wide vocabulary.</p>	<p>Look at autumnal artworks such as those by Georgia O’Keefe and talk about these.</p> <p>Skills week: collaging; printing</p> <p>Sing Nursery rhymes, learn poems (‘Falling Apples Breezy Weather I can build a Snowman’) and engage in story-telling through Helicopter Stories.</p>
<b>Reception</b>	<p>Dough gym/Fun Fit</p> <p>Playdough trolley +Playdough table</p>	<p>Jigsaw: Celebrating difference</p>	<p>Use of Makaton signs for greetings, “help” “finished” + “please” and “thank you”.</p> <p>Role play areas.</p>	<p>Helicopter Stories</p> <p><u>Poetry Basket</u>: A Five Little Pumpkins Wise Old Owl Who has seen the wind?</p>	<p><u>Spatial reasoning</u>: 2D shapes and shape puzzles - select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p><u>Number</u>:</p>	<p>Learn about important autumn and winter festivals such as Bonfire Night, Halloween, Christmas and Hannukah – recognising that people have different</p>	<p>Learn words and songs for Christmas/ Nativity performance and perform this.</p> <p>Learning to use art and creative</p>

	<p>Fine Motor Skills games</p> <p>Starting to hold pencils correctly and form letters</p> <p><u>Get Set for PE:</u> Dance.</p> <p><u>Outside:</u> PE shed, climbing equipment/ ladders/bikes, woodwork.</p>		<p><u>Poetry Basket:</u> A Five Little Pumpkins Wise Old Owl Who has seen the wind?</p> <p>Helicopter Stories</p> <p>Books and love of reading - Reception book spine</p> <p>Investigation area – linked objects to celebrations and festivals</p> <p>Photos to talk about.</p> <p>Listening and questioning</p>	<p>Book areas/ books to supplement other areas</p> <p>Writing area with name cards and sound mats with sounds learnt in Read Write Inc.</p> <p>Rhyming and sound awareness games</p> <p>Mark marking</p> <p><u>Outside:</u> Mark making/ chalk/ big brushes</p> <p><u>Read Write Inc:</u> Set 1 single letter sounds</p> <p><u>Talk through Stories:</u> Room on the Broom</p>	<p>(NumberSense) Subitise 1-5 (including through using a 10 frame). (Books 3-4).</p>	<p>beliefs and celebrate special times in different ways, and comparing these to how they were celebrated in the past and in different places around the world.</p> <p>Explore the natural world and describe what they hear, see and feel outside by noticing the changes as we move from autumn to winter. Visit a farm and find out how apples grow and how apple juice is made.</p> <p>Use a map to identify where daily fruits and vegetables eaten at snack-time come from. Learn how to identify where the UK is on the map.</p>	<p>resources independently - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore autumnal artworks such as those by Georgia O’Keefe, Kandinsky and Van Gogh, thinking about which colours have been chosen and use a range of materials to create their own artworks.</p> <p>Sing Nursery rhymes, learn poems (‘A Five Little Pumpkins Wise Old Owl Who has seen the wind?’) and engage in story-telling through Helicopter Stories.</p>
--	---	--	--	--	--	---	--

	<b>Curriculum focus</b>	
<b>Spring 1</b>	<p><b>Traditional Tales</b></p> <p>This half term we will be listening to and learning traditional stories. We will become familiar with story structures and characters by listening to, watching and acting out traditional tales, bringing these into our play and independent learning provision. We will be learning key phrases and vocabulary from these stories, using songs, drama and roleplay to help us retell stories in meaningful and creative ways. We will listen to alternative versions of familiar tales, exploring and enjoying the ways in which authors and illustrators have changed stories and experimented with language and story-telling.</p>	
<b>Linked texts:</b>	<p>Reading is at the heart of our curriculum. Through books and stories, as well as multiple opportunities to discuss, recreate and explore texts, children will be exposed a wide range of vocabulary which they will become confident using independently. Reading broadens horizons and opens new worlds and children will be read to and stories shared frequently throughout the school day. As well as these linked texts, further books from our love of reading spine will be shared and enjoyed as a class and, in Reception, we will learn vocabulary in planned 'Talk through Stories' sessions.</p>	
<b>Key dates / festivals:</b>	<p>January 1<sup>st</sup>: New Year's Day  January 22<sup>nd</sup>: Chinese/Lunar New Year  January 25<sup>th</sup>: Burns Night  January 27<sup>th</sup>-29<sup>th</sup>: Big Garden Bird Watch  January 30<sup>th</sup> – February 6<sup>th</sup>: National Storytelling Week  February 3<sup>rd</sup>: NSPCC Number Day  February 6<sup>th</sup>- 12<sup>th</sup>: Children's Mental Health Week  February 10<sup>th</sup>: School Science Day</p>	

February 14 <sup>th</sup> : Valentine's Day							
	Physical Development	Personal, Social and Emotional Development	Communication and Language	Literacy	Maths	Understanding the World	Expressive Arts and Design
<b>Nursery</b>	Dough gym/Flim flams  Sewing trolley  Playdough trolley +Playdough table  Fine Motor Skills unit  <u>Outside:</u> PE shed, climbing equipment/ ladders/bikes  Dance week	Jigsaw: Dreams and Goals	Use of Makaton signs for key story words to support understanding of Traditional Tales. Learn key phrases and vocabulary from Traditional Tales  Role play areas.  <u>Poetry Basket:</u> Chop chop Popcorn Pancakes  Helicopter Stories  Books and love of reading- Nursery book spine	Helicopter stories with focus children  Learn key phrases and vocabulary from Traditional Tales  Book areas/ books to supplement other areas  <u>Poetry Basket:</u> Chop chop Popcorn Pancakes  Writing area with name cards  Listening walk: environmental sounds Rhyming games Rhyming week	<u>Pattern:</u> Detects and uses patterning implicitly and intuitively, such as in movement activities or common nursery rhymes that repeat words and action. May be attentive to repeating patterns without recognizing them explicitly or accurately, often attending to individual attributes such as colour.  Recognizes a simple sequential pattern, usually ABABAB, as a pattern, even if doesn't yet name or describe it.  <u>Number</u> Say one number for each item in order: 1,2,3,4,5 Know that the last number reached when counting a	Visit to the school library.  Explore the changing seasons through outdoor walks and play as well as investigating seasonal resources – talking about what they see, using a wide vocabulary.  Cooking – talk about the differences in materials and the changes they notice.	Learning to use art and creative resources independently - Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.  Music: Aurora Music  Sing Nursery rhymes, learn poems ('Chop chop Popcorn

			<p>Curiosity Cube</p> <p>Photos to talk about.</p> <p>Listening and questioning</p>	<p>Silly Soup</p> <p>Mark making Outside: Mark making/ chalk/ big brushes</p> <p>Read Write Inc: Sound a week</p> <p>Traditional Tale: Three Little Pigs</p>	<p>small set of objects tells you how many there are in total ('cardinal principle').</p> <p><u>(NumberSense)</u>: Subitising quantities to 3 (Books 1 and 2)</p>		<p>Pancakes') and engage in story-telling through Helicopter Stories.</p>
<b>Reception</b>	<p>Daily Funky Fingers</p> <p>Playdough trolley + Playdough table</p> <p>Fine Motor Skills games</p> <p>Hold a pencil correctly and use this to form letters.</p> <p><u>Get Set for PE:</u> Gymnastics.</p>	<p>Jigsaw: Dreams and Goals</p>	<p>Use of Makaton signs for key story words to support understanding of Traditional Tales.</p> <p>Learn key phrases and vocabulary from Traditional Tales</p> <p>Role play areas.</p> <p><u>Poetry Basket:</u> Let's Put on Our Mittens Hungry Birdies</p>	<p>Learn key phrases and vocabulary from Traditional Tales</p> <p><u>Poetry Basket:</u> Let's Put on Our Mittens Hungry Birdies I can build a snowman</p> <p>Book areas/ books to supplement other areas</p>	<p><u>Pattern.</u> Continue, copy and create repeating patterns.</p> <p><u>Number:</u> <u>(NumberSense)</u> Subitising 6-10.</p> <p>Counting out up to 10 items from a collection.</p>	<p>Learn about Chinese New Year - recognising that people have different beliefs and celebrate special times in different ways and knowing that there are different countries in the world.</p> <p>Take part in the 'Big Garden Bird Watch' and describe what they see, hear and feel whilst outside. Talk about how we</p>	<p>Learning to use art and creative resources independently - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Make puppets to support story-telling.</p> <p>Music: Aurora Music</p>

	<p><u>Outside:</u> PE shed, climbing equipment/ ladders/ bikes, woodwork.</p>		<p>I can build a snowman</p> <p>Books and love of reading - Reception book spine</p> <p>Investigation area – linked to Traditional Tales (eg. Materials for the pig’s houses).</p> <p>Photos to talk about.</p> <p>Listening and questioning</p>	<p>Writing area with name cards and sound mats with sounds learnt in Read Write Inc.</p> <p>Rhyming and sound awareness games</p> <p>Mark marking</p> <p><u>Outside:</u> Mark making/ chalk/ big brushes</p> <p><u>Read Write Inc:</u> Set 1 single letter sounds and special friends. Learn to blend sounds together to read words.</p> <p><u>Talk through Stories:</u> One Snowy Night Owl Babies</p>		<p>can care for the natural world.</p> <p>Use a map to identify where daily fruits and vegetables eaten at snack-time come from. Identify where Devon and the UK are on the map and start to be able to identify some other significant features (e.g. oceans).</p>	<p>Sing Nursery rhymes, learn poems ( Let’s Put on Our Mittens Hungry Birdies I can build a snowman) and engage in story-telling through Helicopter Stories.</p>
--	---	--	--	---	--	---	--

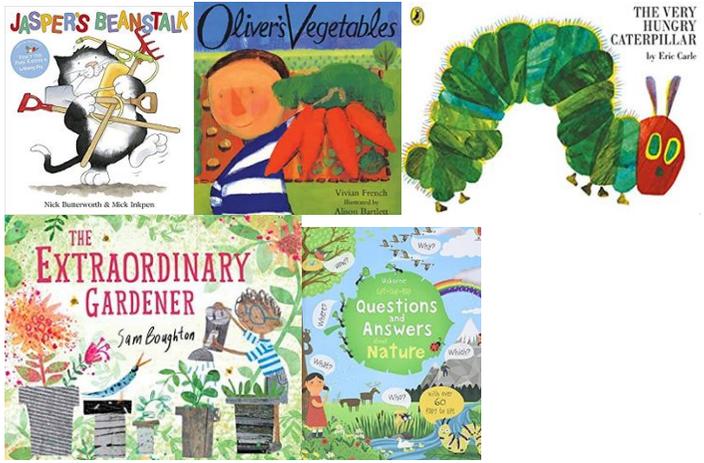
	<p><b>Curriculum focus</b></p>
<p><b>Spring 2</b></p>	<p><b>We are all story-tellers</b>          This half-term we will build on our learning about traditional tales, using this to help us create new stories of our own. The children will listen to and enjoy a range of stories featuring different characters and narrative arcs, linking these to the stories they know already and noticing similarities and differences. We will use the new vocabulary and language styles we hear in our play and our own stories, drawing, writing and digitally recording these to share with others. As we move into Spring we will begin to observe the changes which occur in the natural world and listen to stories, poems and non-fiction texts which explain what is happening.</p>
<p><b>Linked texts:</b></p>	<p>Reading is at the heart of our curriculum. Through books and stories, as well as multiple opportunities to discuss, recreate and explore texts, children will be exposed a wide range of vocabulary which they will become confident using independently. Reading broadens horizons and opens new worlds and children will be read to and stories shared frequently throughout the school day. As well as these linked texts, further books from our love of reading spine will be shared and enjoyed as a class.</p> <div data-bbox="1294 592 1989 1361" data-label="Image"> </div>

<b>Key dates / festivals:</b>	February 21 <sup>st</sup> : Pancake Day February 22 <sup>nd</sup> : Ash Wednesday (beginning of Lent) March 1st: St David's Day March 2nd: World Book Day March 8th: Holi March 17th: St Patrick's day / Red Nose Day March 19th: Mother's Day March 22nd: Ramadan begins						
	<b>Physical Development</b>	<b>Personal, Social and Emotional Development</b>	<b>Communication and Language</b>	<b>Literacy</b>	<b>Maths</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<b>Nursery</b>	Dough gym/Flim flams  Sewing trolley  Playdough trolley +Playdough table  Fine Motor Skills unit  <u>Outside:</u> PE shed, climbing equipment/ladders/bikes	Jigsaw: Healthy Me	Use of Makaton signs for story words.  Learn key phrases and vocabulary from stories.  Role play areas.  <u>Poetry Basket:</u> Pancakes Stepping Stones A little seed	Helicopter stories with focus children  Learn key phrases and vocabulary from stories.  Book areas/ books to supplement other areas  <u>Poetry Basket:</u> Pancakes Stepping Stones A little seed  Writing area with name cards	Spatial reasoning: <i>Can move shapes to a location by physical trial and error. Slides and turns objects accurately in easy tasks, guided by an early intuition that starts the motion and then adjusts (the motion, direction, or amount) in real time as the motion is carried out.</i>  <u>Number:</u> Show 'finger numbers' up to 5. Recite numbers past 5.	Growing: planting courgettes, sweetpeas, carrots, potatoes, peas, beans, radishes.  Visit from dental nurse, oral hygiene – show interest in different occupations.  Continue developing positive attitudes about the differences between people – learn about Easter and Ramadan.	Learning to use art and creative resources independently - Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.

	<p><u>Get Set 4 PE –</u> <u>Game Focus:</u> Boule All Change</p>		<p>Helicopter Stories</p> <p>Books and love of reading - Nursery book spine</p> <p>Curiosity Cube</p> <p>Photos to talk about.</p> <p>Listening and questioning</p>	<p>Listening walk: environmental sounds Rhyming games Silly Soup Sound lotto</p> <p>Mark making Outside: Mark making/ chalk/ big brushes</p> <p>Read Write Inc: Sound a week</p> <p>Traditional Tale: Gingerbread Man</p>	<p>Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>Can partition 2 and then 3 objects.</p> <p>Numbersense Maths: Book 6 and 7 (partitioning 2 and 3), Book 12 Animations 1-4 (comparing quantities)</p>	<p>Listen to visitors talking about their own experiences and talk about their own experiences.</p> <p>Explore the changing seasons through outdoor walks and play as well as investigating seasonal resources – talking about what they see, using a wide vocabulary.</p> <p>Cooking – talk about the differences in materials and the changes they notice.</p>	<p>Sing Nursery rhymes, learn poems (‘Pancakes Stepping Stones A little seed’) and engage in story-telling through Helicopter Stories.</p>
<b>Reception</b>	<p>Daily Funky Fingers</p> <p>Playdough trolley +Playdough table</p>	<p>Jigsaw: Healthy Me</p>	<p>Use of Makaton signs for key story words.</p> <p>Learn key phrases and vocabulary from stories.</p>	<p>Learn key phrases and vocabulary from stories</p> <p>Helicopter Stories</p> <p><u>Poetry Basket:</u> Pancakes</p>	<p><u>Spatial Reasoning:</u> Symmetry – develop spatial reasoning skills through manipulating shapes.</p> <p><u>Number:</u></p>	<p>Continue to understand the effect of changing seasons on the natural world around them by exploring how the environment is changes as we move from winter to spring, noticing how</p>	<p>Learning to use art and creative resources independently - Explore, use and refine a variety of artistic effects to express their</p>

	<p>Fine Motor Skills games</p> <p>Hold a pencil correctly and use this to form letters and write words.</p> <p><u>Get Set for PE:</u> Ball skills Games</p> <p><u>Outside:</u> PE shed, climbing equipment/ ladders/ bikes, woodwork.</p>		<p>Helicopter Stories</p> <p>Role play areas.</p> <p><u>Poetry Basket:</u> Pancakes Mrs Bluebird</p> <p>Books and love of reading - Reception book spine</p> <p>Investigation area – Spring objects (e.g. bulbs and flowers); tadpoles</p> <p>Photos to talk about.</p> <p>Listening and questioning</p>	<p>Mrs Bluebird</p> <p>Book areas/ books to supplement other areas</p> <p>Writing area with name cards and sound mats with sounds learnt in Read Write Inc.</p> <p>Rhyming and sound awareness games</p> <p>Mark marking</p> <p><u>Outside:</u> Mark making/ chalk/ big brushes</p> <p><u>Read Write Inc:</u> Read and write all Set 1 sounds. Blend these together to read word and short sentences. Write sentences using sounds which</p>	<p>Partitioning 2,3,4,5 and 10 and 'number bonds' for these numbers (Numbersense Books 6 –10)</p>	<p>they feel when outside.</p> <p>Talk about members of their immediate family and community (link to Mather's Day), name and describe people who are familiar with them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways by learning about Ramadan, Pancake Day, Lent and Easter, and talking about their own experiences of these. Listen to visitors talk about their experiences of these festivals and ask questions to find out more.</p> <p>Use a map to identify where daily fruits and vegetables eaten at snack-time come from. Identify where</p>	<p>ideas and feelings.</p> <p>Make puppets to support story-telling.</p> <p>Take photographs using the iPads.</p> <p>Sing Nursery rhymes, learn poems ( Pancakes Mrs Bluebird) and engage in story-telling through Helicopter Stories.</p>
--	---	--	--	--	---	--	--

				<p>match those they know.</p> <p><u>Talk through</u> <u>Stories:</u> The Lion Inside Aliens Love Underpants</p>		<p>Devon and the UK are on the map and start to be able to identify some other significant features (e.g. oceans).</p>	
--	--	--	--	---	--	--	--

	<b>Curriculum focus</b>	
<b>Summer 1</b>	<p><b>The World Around Us: Growth and Life-cycles</b></p> <p>This half term we will be exploring the natural world by learning about the changes which occur to animals and plants as we move through Spring and into Summer. We will care for caterpillars and learn about how they grow and change into butterflies, and we will grow plants from seeds and observe the changes which occur, learning what plants need to thrive and grow. We will use stories, songs and videos to support our own observations and draw pictures and write about what we learn..</p>	
<b>Linked texts:</b>	<p>Reading is at the heart of our curriculum. Through books and stories, as well as multiple opportunities to discuss, recreate and explore texts, children will be exposed a wide range of vocabulary which they will become confident using independently. Reading broadens horizons and opens new worlds and children will be read to and stories shared frequently throughout the school day. As well as these linked texts, further books from our love of reading spine will be shared and enjoyed as a class and, in Reception, we will learn vocabulary in planned 'Talk through Stories' sessions.</p>	 <p>The image shows five children's book covers. From top left to bottom right: 'Jasper's Beanstalk' featuring a black and white cat with a red scythe; 'Oliver's Vegetables' featuring a boy holding a large carrot; 'The Very Hungry Caterpillar' featuring a large green caterpillar; 'The Extraordinary Gardener' featuring a boy watering plants in a garden; and 'Questions and Answers Nature' featuring a boy in a garden with various nature elements.</p>
<b>Key dates / festivals:</b>	<p>April 20<sup>th</sup>: Eid  April 23<sup>rd</sup>: St George's Day  May 6<sup>th</sup>: Coronation of King Charles III</p>	

	<b>Physical Development</b>	<b>Personal, Social and Emotional Development</b>	<b>Communication and Language</b>	<b>Literacy</b>	<b>Maths</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<b>Nursery</b>	<p>Dough gym/Flim flams</p> <p>Sewing trolley</p> <p>Playdough trolley +Playdough table</p> <p>Fine Motor Skills unit</p> <p><u>Outside: PE shed, climbing equipment/ ladders/ bikes</u></p> <p><u>Get Set 4 PE – Game Focus:</u> All Change Capture the Treasure Carpark</p>	<p>Jigsaw: Relationships</p>	<p>Use of Makaton signs for growing and planting words.</p> <p>Role play areas.</p> <p><u>Poetry Basket:</u> A little seed Five Little Seeds Thunderstorm</p> <p>Helicopter Stories</p> <p>Books and love of reading- Nursery book spine</p> <p>Curiosity Cube</p> <p>Photos to talk about.</p> <p>Listening and questioning</p>	<p>Helicopter stories with focus children</p> <p>Book areas/ books to supplement other areas</p> <p><u>Poetry Basket:</u> A little seed Five Little Seeds Thunderstorm</p> <p>Writing area with name cards</p> <p>Listening walk: environmental sounds Rhyming games Silly Soup</p> <p>Mark making Outside: Mark making/ chalk/ big brushes</p>	<p><u>Pattern:</u> Recognizes a simple sequential pattern, usually ABABAB, as a pattern, even if doesn't yet name or describe it. Recognizes, describes, and builds repeating ABAB patterns.</p> <p><u>Number:</u> Show 'finger numbers' up to 5. Recite numbers past 5. Compare quantities using language: 'more than', 'fewer than'. Can partition 2 and then 3 objects.</p> <p>Numbersense Maths: Book 6 and 7 (partitioning 2</p>	<p>Lifecycles: chicks, tadpoles, butterflies</p> <p>Growing: tomatoes, sunflowers</p> <p>Continue developing positive attitudes about the differences between people – learn about Eid.</p> <p>Explore the changing seasons through outdoor walks and play as well as investigating seasonal resources – talking about what they see, using a wide vocabulary.</p>	<p>Learning to use art and creative resources independently - Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p> <p>Sing Nursery rhymes, learn poems ('A little seed' 'Five Little Seeds' 'Thunderstorm') and engage in story-telling through Helicopter Stories.</p>

				Read Write Inc: Sound a week  Traditional Tale: Billy Goats Gruff	and 3), Book 12 Animations 1-4 (comparing quantities)		
<b>Reception</b>	<p>Daily Funky Fingers</p> <p>Playdough trolley +Playdough table</p> <p>Fine Motor Skills games</p> <p>Hold a pencil correctly and use this to form letters and write words.</p> <p><u>Get Set for PE: Games</u></p> <p><u>Outside: PE shed, climbing equipment/ ladders/bikes, woodwork.</u></p>	Jigsaw: Relationships	<p>Use of Makaton signs for growing and planting words</p> <p>Helicopter Stories</p> <p>Role play areas.</p> <p><u>Poetry Basket:</u> Metamorphosis A little seed Vegetables</p> <p>Books and love of reading- Reception book spine</p> <p>Investigation area – growth and life-cycles (caterpillars, animal skins/skeletons)</p>	<p>Helicopter Stories</p> <p><u>Poetry Basket:</u> Metamorphosis A little seed Vegetables</p> <p>Book areas/ books to supplement other areas</p> <p>Writing area with name cards and sound mats with sounds learnt in Read Write Inc.</p> <p>Rhyming and sound awareness games</p> <p>Mark marking</p> <p><u>Outside: Mark making/ chalk/ big brushes</u></p>	<p><u>Measures:</u> Recognising the relationship between the size and number of units Beginning to use units to compare things</p> <p><u>Number:</u> Composition of 6-9 and comparison of numbers to 10</p>	<p>Continue to understand the effect of changing seasons on the natural world around them by exploring how the environment is changes as we move from spring to summer, noticing how they feel when outside.</p> <p>Talk about members of their immediate family and community and how they will be celebrating the Coronation.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways by learning about Eid. Talk about their own and others' experiences and ask</p>	<p>Learning to use art and creative resources independently - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Learn songs to perform at the Garden Party.</p> <p>Make photo frames for the Garden Party.</p> <p>Take photographs using the iPads.</p> <p>Sing Nursery rhymes, learn poems ( Metamorphosis A little seed</p>

			<p>Photos to talk about.</p> <p>Listening and questioning</p>	<p><u>Read Write Inc:</u> Read and write all Set 1 sounds. Blend these together to read word and short sentences. Write sentences using sounds which match those they know.</p> <p><u>Talk through Stories:</u> Farmer Duck Tiddler</p>		<p>questions to find out more.</p> <p>Learn about the King's coronation and compare this with the Queen's coronation in 1953. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Use a map to identify where daily fruits and vegetables eaten at snack-time come from. Identify where Devon and the UK are on the map, be able to identify some other significant features (e.g. oceans) and start to identify and name some other countries or continents (e.g. places they visited or where family or friends live).</p>	<p>Vegetables) and engage in story-telling through Helicopter Stories.</p>
--	--	--	---	---	--	--	--

	<b>Curriculum focus</b>	
<b>Summer 2</b>	<p><b>Summer is here!</b></p> <p>This half term we will be exploring the natural world as we move into Summer from Spring. We will go on nature walks to observe the world in summer, making observations, asking questions about the things we see and comparing this to the world in the autumn and winter. We continue to build our understanding of growth from earlier in the term by caring for and harvesting fruits, vegetables and flowers we have grown and writing and drawing to share our new knowledge. We will explore artworks and music inspired by the summer, such as 'Summertime City' by Kadir Nelson, 'Sunflowers' by Van Gogh and 'Summer' from the Four Seasons by Vivaldi, using these as prompts for discussion and exploration. We will create our own seasonal artworks, inspired by the things we have learnt and seen, using a range of materials and resources. We will learn songs and poems and perform these at our Summer Garden Party for our friends and families. As we move towards the end of term we will get ready for the transition to Reception or Year 1 by talking about changes and continuity, meeting our new teachers and seeing our classrooms and learning space next year. We will celebrate all the amazing things we have done in Nursery and Reception and the wonderful learners we are!</p>	
<b>Linked texts:</b>	<p>Reading is at the heart of our curriculum. Through books and stories, as well as multiple opportunities to discuss, recreate and explore texts, children will be exposed a wide range of vocabulary which they will become confident using independently. Reading broadens horizons and opens new worlds and children will be read to and stories shared frequently throughout the school day. As well as these linked texts, further books from our love of reading spine will be shared and enjoyed as a class and, in Reception, we will learn vocabulary in planned 'Talk through Stories' sessions.</p>	

Key dates / festivals:							
	Physical Development	Personal, Social and Emotional Development	Communication and Language	Literacy	Maths	Understanding the World	Expressive Arts and Design
<b>Nursery</b>	<p>Dough gym/Flim flams</p> <p>Sewing trolley</p> <p>Playdough trolley +Playdough table</p> <p>Fine Motor Skills unit</p> <p><u>Outside:</u> PE shed, climbing equipment/ ladders/ bikes</p> <p><u>Get Set 4 PE – Game Focus:</u></p>	<p>Jigsaw: Changing Me</p> <p>Transition activities for those moving up to Reception.</p>	<p>Use of Makaton signs for growing and planting words, for seasonal words (eg. ‘summer’ ‘hot’ ‘drink’) and for to support retelling of ‘We’re going on a Bear Hunt’</p> <p>Role play areas.</p> <p><u>Poetry Basket:</u> Thunderstorm Monkey Babies Furry furry squirrel</p> <p>Helicopter Stories</p>	<p>Helicopter stories with focus children</p> <p>Book areas/ books to supplement other areas</p> <p><u>Poetry Basket:</u> Thunderstorm Monkey Babies Furry furry squirrel</p> <p>Writing area with name cards</p> <p>Listening walk: environmental sounds</p> <p>Rhyming games Silly Soup</p> <p>Mark making</p>	<p>Measures: <u>Length:</u> Uses terms: long, longer, longest. <u>Volume:</u> Can compare two containers by pouring one into the other; fills a container using another (smaller container) and counts the number needed to completely fill the larger container.</p> <p>Number: Compare quantities using language: ‘more than’, ‘fewer than’. Can partition 2 and then 3 objects. Partition 4 objects (if ready) Solve real world mathematical</p>	<p>Growing: harvesting fruits and vegetables.</p> <p>Cooking: eating peas from a pod and roasting vegetables.</p> <p>Explore the changing seasons through outdoor walks and play as well as investigating seasonal resources – talking about what they see, using a wide vocabulary.</p>	<p>Learning to use art and creative resources independently - explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Learn songs and dance for Garden Party.</p> <p>Make clay pots - develop their own ideas.</p> <p>Sing Nursery rhymes, learn poems (‘Thunderstorm Monkey Babies</p>

			<p>Books and love of reading (see texts above)</p> <p>Curiosity Cube</p> <p>Photos to talk about.</p> <p>Listening and questioning</p>	<p>Outside: Mark making/ chalk/ big brushes</p> <p>Read Write Inc: Sound a week</p> <p>Book focus: We're Going on A Bear Hunt</p>	<p>problems with numbers up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Numbersense Maths: Book 6 and 7 (partitioning 2 and 3), Book 12 Animations 1-4 (comparing quantities)</p>		<p>Furry furry squirrel') and engage in story-telling through Helicopter Stories.</p>
<b>Reception</b>	<p>Daily Funky Fingers</p> <p>Playdough trolley +Playdough table</p> <p>Fine Motor Skills games</p>	<p>Jigsaw: Changing Me</p> <p>Transition activities to support move to Year 1.</p>	<p>Use of Makaton signs for growing and planting words, for seasonal words (eg. 'summer' 'hot' 'drink') and to support songs and rhymes learnt for the Summer Concert.</p>	<p>Helicopter Stories</p> <p><u>Poetry Basket</u>: Five Little Peas A Little Shell Pitter Patter</p> <p>Book areas/ books to supplement other areas</p>	<p><u>Number</u>: Patterns in numbers to 10 (odds and evens, doubles and sharing equally).</p> <p><u>Non-number</u>: Pattern Spatial reasoning (maps and plans) Measures</p>	<p>Note and record the weather (eg. measuring rainfall, taking photos and recording/ measuring shadows).</p> <p>Look at pictures and videos of contrasting environments around Devon (eg. moors, beaches and woodlands), talk about these and</p>	<p>Learning to use art and creative resources independently - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>

	<p>Hold a pencil correctly and use this to form letters and write words.</p> <p><u>Get Set for PE:</u> Gymnastics</p> <p><u>Outside:</u> PE shed, climbing equipment/ ladders/bikes, woodwork.</p>		<p>Helicopter Stories</p> <p>Role play areas.</p> <p><u>Poetry Basket:</u> Five Little Peas A Little Shell Pitter Patter</p> <p>Books and love of reading – Reception book spine</p> <p>Investigation area – summer objects, art and plants.</p> <p>Photos to talk about.</p> <p>Listening and questioning</p>	<p>Writing area with name cards and sound mats with sounds learnt in Read Write Inc.</p> <p>Rhyming and sound awareness games</p> <p>Mark marking</p> <p><u>Outside:</u> Mark making/ chalk/ big brushes</p> <p><u>Read Write Inc:</u> Read and write all Set 1 sounds. Blend these together to read word and short sentences. Write sentences using sounds which match those they know.</p> <p><u>Talk through Stories:</u> On the Way Home</p>		<p>discuss the differences.</p> <p>Sing songs and join in with rhymes about the natural world.</p> <p>Continue to understand the effect of changing seasons on the natural world around them by exploring how the environment is changes as we move from spring to summer, noticing how they feel when outside.</p> <p>Use a map to identify where daily fruits and vegetables eaten at snack-time come from. Identify where Devon and the UK are on the map, be able to identify some other significant features (e.g. oceans) and start to identify and name some other countries or continents (e.g. places they visited or</p>	<p>Learn songs to perform at the Garden Party.</p> <p>Make photo frames for the Garden Party.</p> <p>Take photographs using the iPads.</p> <p>Look at, explore and discuss ‘Summertime City’ by Kadir Nelson, ‘Sunflowers’ by Van Gogh and ‘Summer’ from the Four Seasons by Vivaldi. Create own artworks and dances inspired by these pieces.</p> <p>Sing Nursery rhymes, learn poems ( Five Little Peas A Little Shell Pitter Patter) and engage in story-</p>
--	--	--	--	--	--	--	--

				Billy and the Dragon		where family or friends live).	telling through Helicopter Stories.
--	--	--	--	----------------------	--	--------------------------------	-------------------------------------