



EYFS Curriculum

New Silksworth Academy

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Intent, Implementation and Impact

Intent

At New Silksworth Academy we offer an early years curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure, and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively, and emotionally in an environment which values all cultures, communities, and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning, and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed, and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education must play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation

At New Silksworth Academy we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all our children.



We prioritise creating a 'language rich' environment using songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace to become confident communicators.

Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.



We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in outdoor creative and science sessions. Our learning environment is adaptable to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

Implementation (continued)

The curriculum is taught through themes and is enriched with environment enhancements, trips, and visitors. Themes are supported by quality key texts. These are chosen carefully to encourage the development of children's speech, language, and communication. Our approach to planning, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive overviews and newsletters each half term to inform them of what their child is learning and to explain how they can support this at home. Parents enjoy using Class DoJo to engage in their child's learning and share experience from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made based on accumulative observations and in-depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. Parents are also invited to contribute to assessment.

Impact



Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of their Reception year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

Children develop their characteristics of learning and can apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

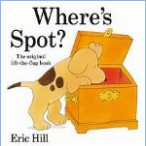
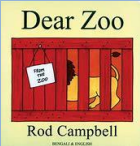

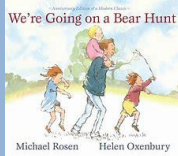
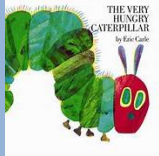

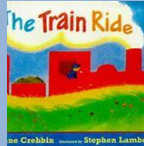
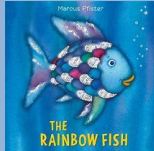
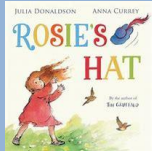
We believe our high standards are due to our carefully planned environment, enriched curriculum, quality first teaching and the rigour of assessment.

Early Learners 2023-2024

'We prioritise creating a 'language rich' environment using songs, nursery rhymes and stories'

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Who am I?	How do people celebrate?	What changes happen in the world?		How do I get there?	Where does the land meet the sea?
Key Learning	<p>My body Vocab: Head Eyes Ears Nose Mouth Body Arms Hands Fingers Legs Feet Toes</p> <p>Welcome to Early Learners!</p>  <p>My Family Who is in my family? Vocab: Mummy Daddy Sister Brother Grandma Grandad Aunty Uncle <i>All families are different and unique.</i></p>	<p>Autumn & Fireworks Changes in seasons</p> <p>Nursery Rhymes Jack & Jill Hickory Dickory Dock Head, Shoulders, Knees & Toes Row Row Row Your Boat Wheels On The Bus</p> <p>World Nursery Rhyme Week 13th to 17th November 2023</p> 	<p>Winter Changes in seasons Cold, icy, freezing</p> <p>Living Things Minibeasts Hungry Caterpillar Non-Fiction What changes can we see?</p> <p>Easter Spring Pictures</p>	<p>Spring Change in seasons New life</p> <p>Living Things Growing Jack and the Beanstalk Jaspers Beanstalk The Enormous Turnip Oliver's Vegetables What changes can we see?</p>	<p>Summer Change in seasons</p> <p>Transport Different forms of transport How can I travel? Up, up & away What forms of transport fly in the sky? Have you been on a plane or hot air balloon? Feelings/Friendship How can I be a good friend? How do I feel? Vocab: Happy Sad Angry Upset Worried Scared</p>	<p>The Seaside/Coast</p> <p>Changes Transition</p>  
	Celebrations Special Times (RE links)	Welcome! Harvest Harvest (4th Oct) Diwali (12th Nov)	Remembrance Bonfire Night Nativity Christmas	Chinese New Year Celebrations and Festivals Year of the ... Internet Safety Day (6th Feb)	Easter Easter Sunday (31st March) Easter celebration World Book Day (7th March)	People special to me
Experiences Trips and Visits		Nativity Performance Santa Visit #WeArePerformers	Caterpillars	Fruit Tasting Growing Seeds Allotment Trip Farm Visit/Trip #WeAreFarmers	Transport Visit #WeAreGardeners #WeAreScientists	Beach Trip Rockpool School Visits #WeAreMarineBiologists

* 'Welcome to Early Learners' celebrations are termly: Welcoming our September, January, and April new starters

Terms	Autumn				Spring			Summer	
Focus Texts	<u>Where's Spot?</u> 	<u>Dear Zoo</u> 	<u>Brown Bear, Brown Bear, What Do You See?</u> 	<u>We're going on a Bear Hunt</u> 	<u>The Hungry Caterpillar</u> 	<u>The Black Rabbit</u> 	<u>The Train Ride</u> 	<u>Rainbow Fish</u> 	<u>Rosie's Hat</u> 
Key Vocabulary	<p><u>Animal Names:</u> bear, Lion Monkey, Crocodile, Penguin, Tortoise, snake</p> <p><u>Household/ Furniture:</u> door, clock, Piano, Stairs, Bed, Box, Rug, Basket Wardrobe,</p>	<p><u>Animal names:</u> monkey, lion, giraffe, tiger, snake, hippopotamus, Penguin</p> <p><u>Body Parts:</u> head, body, legs, tail, neck, feathers, wings, fins, gills, eyes, ears</p>	<p><u>Animal names:</u> bear bird duck horse frog cat dog sheep Goldfish Monkey</p> <p><u>Colours:</u> Red Blue Yellow Purple Green Black White</p>	<p><u>Word from Nature:</u> Grass River Mud Forest Snowstorm Cave</p> <p><u>Words to describe:</u> Long wavy, Swishy Swashy, Deep cold, Splash splosh, Thick oozy, Squelch squerch, Big dark, Stumble trip, Swirling wirling, Narrow, gloomy, Tiptoe, Shiny wet furry ears, goggly eyes.</p> <p><u>Position:</u> Over Under Through</p>	<p><u>Fruit</u> apple, plum, strawberry, orange, pear, watermelon food, healthy, unhealthy</p> <p><u>Properties of materials</u> soft, hard, smooth, rough, smelly, spiky</p> <p><u>Properties of materials</u> soft, hard, smooth, rough, hairy, smelly, sticky life cycle, egg, hatch, caterpillar, chrysalis, cocoon, butterfly</p> <p><u>Body Parts:</u> head, body, leg, wing, antennae</p>	<p><u>Body Parts</u> head, body, legs, ears, tail, eyes</p> <p><u>Properties of materials</u> soft, hard, smooth, rough, smelly, spiky</p>	<p><u>Animal Names:</u> Sheep Cows Mare Foal Gaggles of Geese</p> <p><u>Farm/The World around us:</u> Meadow Hill Farm Bumpety road Shiny, red tractor Seat Ticket collector, Tunnel, Over the treetops High in the sky Giant balloon Sailing Listen! Slowing down Market square Seaside town Lighthouse Sand Sea Station</p>	<p><u>Body Parts:</u> fins, tail, scales, gills, head, mouth, eyes</p> <p><u>Sea Creatures -</u> fish, crabs, sharks, whales, starfish, etc.</p> <p><u>properties of materials:</u> float, sink, light, dark, shiny, dull</p>	<p><u>Words from Nature:</u> beach, habitat, sand, pebbles, shells, seaweed, rockpools, driftwood, feathers, litter, rubbish, plastic, pollution sand, water, mixture</p> <p><u>Words to describe:</u> wet, dry, sticky wind, breeze, blow, flutter, air, move, bend float, sink, shape, ball</p>

PLAY OBSERVE ASK*		 <p>Nursery Rhyme Week</p>		 <p>Easter</p>		
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*PLAY/OBSERVE/ASK: Science learning experiences are provided linked to key learning and/or core books to develop early scientific knowledge and understanding and communication and language – see separate PSTT provision planning

'We understand that play is an integral part of learning, and this is at the heart of our early years curriculum'




Literacy	Development Matters: Birth to Three Years L1 Enjoy songs and rhymes, tuning in and paying attention. L2 Join in with songs and rhymes, copying sounds, rhythms, tunes, and tempo. L3 Say some of the words in songs and rhymes. L4 Copy finger movements and other gestures. L5 Sing songs and say rhymes independently, for example, singing whilst playing. L6 Enjoy sharing books with an adult. L7 Pay attention and responds to the pictures or the words. L8 Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.		
			
Terms	Autumn	Spring	Summer
Areas of learning covered	Nursery Rhymes and Action Songs Exploring books together Storytime Making Marks	Taking care of books Making purposeful marks – name writing Comprehension – answering questions about a story/book Nursery Rhymes and Action Songs Role Play familiar stories	Name recognition Environmental Text/Logos/Numbers Mark Making – Early Writing Patterns Recall events from a familiar story

L9 Repeat words and phrases from familiar stories.
 L10 Ask questions about the book. Makes comments and shares their own ideas.
 L11 Develop play around favourite stories using props.
 L12 Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

 L13 Enjoy drawing freely.
 L14 Add some marks to their drawings, which they give meaning to. For example: "That says Mummy."
 L15 Make marks on their picture to stand for their name.

Phonics	Phonics 'Letter and Sounds' Phase 1: In Phase 1 children focus on developing their speaking and listening skills and lays the foundations for the phonic work which they start in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Aspects 1-3 are introduced to our Early Learners (2YO provision) and are secured in Nursery, in addition to the introduction of Aspects 4-7							
	Aspect 1 : General sound discrimination – Environmental sounds	Aspect 2 : General sound discrimination – Instrumental sounds	Aspect 3 : General sound discrimination – Body Percussion	Aspect 4: Rhythm and Rhyme	Aspect 5: Alliteration	Aspect 6: Voice Sounds	Aspect 7: Oral Blending and Segmenting	
Aspects	a: Tuning into Sounds	Main purpose: to develop children's listening skills and awareness of sounds in the environment	Main purpose: to experience and develop awareness of sounds made with musical instruments and noise makers	Main purpose: to develop awareness of sounds and rhythms	To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech	To develop understanding of alliteration	To distinguish between the differences in vocal sounds, including oral blending and segmenting	To develop oral blending and segmenting of sounds in words
	b: Listening and Remembering Sounds	Main purpose: further development of vocabulary and children's identification and recollection of the difference between sounds	Main purpose: to listen and appreciate the difference between sounds made with instruments	Main purpose: to distinguish between sounds and to remember patterns of sound	To increase awareness of words that rhyme and to develop knowledge about rhyme	To listen to sounds at the beginning of words and hear the differences between them	To explore speech sounds	To listen to phonemes within words and to remember them in the order in which they occur
	c: Talking about Sounds	Main purpose: to make up simple sentences and talk in greater detail about sounds	Main purpose: to use a wide vocabulary to talk about the sounds instruments make	Main purpose: to talk about the sounds we make with our bodies and what the sounds mean	To talk about words that rhyme and to produce rhyming words	To explore how different sounds are articulated, and to extend understanding of alliteration	To talk about the different sounds that we can make with our voices	To talk about the different phonemes that make up words

Aspects of Music Development*	Hearing and Listening	Vocalising and Singing	Moving and Dancing	Exploring and Playing
	<ul style="list-style-type: none"> Musical preferences are further developed; often has firm favourites, (live & recorded) and can express this. Anticipates changes in familiar music e.g. recognises and remembers when music is going to get louder, quieter or stop Describes music, e.g. "scary music, angry music, happy music". Can identify specific sounds in the environment e.g. sounds of cars, running water. 	<ul style="list-style-type: none"> Vocalises and sings whilst playing with instruments. Creates sound effects for toys in pretend play, e.g. creates the sounds of a train, car, animals. Vocalises in a free-flowing way within their play, e.g. whilst painting or playing with clay. Sings and chants with and to others. Reproduces songs in individual ways. Plays with familiar songs, often piecing together parts of different songs. Sings to and with toys, props, resources. Sings in their dramatic role play, e.g. singing phrases such as "dinner's ready" or "let's go". Repeats phrases of songs. May sing an entire song. 	<ul style="list-style-type: none"> Physically interprets different genres of music - children often move and express themselves differently to different genres. May enjoy dancing to music. Moves whilst playing instruments. Moves in response to rhythms heard played on instruments e.g. a drum. This could be small movements e.g. moving fingers in response to sounds or large movements such as jumping 	<ul style="list-style-type: none"> Plays instruments rhythmically and repetitively. Plays with both hands simultaneously and alternately whilst using beaters. Uses instruments in a range of ways, e.g. tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally. Creates own patterns in music making. Experiments with ways of playing instruments, e.g. volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine /shaking a tambourine (tambre). Shows control in holding and playing instruments, e.g. use a guiro by holding the guiro in one hand and scraping it using the other hand with a beater.

*Musical Development Matters 16-26, 26-33 months

Maths	Development Matters: Birth to Three Years					
	<p>M1 Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <p>M2 Take part in finger rhymes with numbers.</p> <p>M3 React to changes of amount in a group of up to three items.</p> <p>M4 Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>M5 Counting-like behaviour, such as making sounds, pointing, or saying some numbers in sequence.</p> <p>M6 Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p> <p>M7 Climb and squeezing selves into different types of spaces.</p> <p>M8 Build with a range of resources.</p> <p>M9 Complete inset puzzles.</p> <p>M10 Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>M11 Notice patterns and arrange things in patterns</p>					
Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of learning covered	Counting numbers to 3 Number rhymes Exploring Size: length/height Exploring Patterns/Colour Exploring Space		Counting numbers beyond 3 Number Songs Counting objects to 3 Inset Puzzles Exploring weight Exploring 2D shape		Counting to 5 Number Songs Counting objects beyond 3 Representing numbers to 3 using fingers Exploring 3D shape	

Nursery 2023-2024

'Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics'

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Little Wandle 	Amazing  <i>Transition</i>	Monster Clothes  <i>Link Theme: Rhyme</i>	Kindness makes us Strong  <i>Link Theme: PSED Rainbow Fish</i>	Where's Lenny?  <i>Link Theme: Bubbles</i>	Lulu Loves the Library  <i>Link: World Book Day</i>	Would you Rather 		
Themes	If you go down to the woods today...		Look up Look Down – What is all around?			What do we wonder about the big wide world?		
	The Woodland	The Weather	Rhyme	Underwater	Bubbles	Twinkle Twinkle	Minibeasts	Seaside
Focus Texts Poetry Spine	Owl Babies  Owls and Owlets  <i>Non-Fiction/Science</i>	The Foggy Foggy Forest  After the Storm  Shark in the Park on a Windy Day  Singing in the Rain  <i>Topic builds upon 2YO Rosies Hat (Weather)</i>	World Nursery Rhyme Week  We're going on a Bear Hunt  <i>familiar 2YO text</i>	Rainbow Fish  <i>familiar 2YO text</i>	Bubble Trouble  POP! A Book About Bubbles  <i>Non-Fiction/Science</i>	Whatever Next  My Pet Star 	Snail Trail  Bug Hotel  Swirl by Swirl 	The Day the Ocean Went Away  <i>Science/Env</i>
	Little Red Riding Hood  <i>YR1 Link Lit/ Enchanted Woodland</i>	Baby and Toddler Treasury 	 <i>PSED/Friendships Article 15</i>	 <i>PSED/Friendships Article 15</i>	Nursery Rhymes Treasury 	Dinosaur Roar 	The Odd Fish  <i>Topic builds upon 2YO Where does the land meet the sea? Reception Link Lit</i>	
				 <i>PSED/Friendships Article 15</i>	 <i>PSED/Friendships Article 15</i>		Matisse's Magic Trail 	
				 <i>PSED/Friendships Article 15</i>	 <i>PSED/Friendships Article 15</i>			
				 <i>PSED/Friendships Article 15</i>	 <i>PSED/Friendships Article 15</i>			

	AUTUMN			SPRING*			SUMMER*	
Themes	If you go down to the woods today...			Look up Look Down – What is all around?			What do we wonder about the big wide world?	
	The Woodland	The Weather	Nursery Rhyme Week	Under the Sea	New Beginnings		Minibeasts	Growing and Planting <i>(revisit)</i>
Alternative Texts	The Gruffalo	Hello Rain	I can Do it Too!	Focus Author - Julia Donaldson	Farm Who's on the Farm	Traditional Story: Three Little Pigs	Ladybirds Life Cycles	Oliver's Vegetables
	Look what I found in the Woods		The Wonkey Donkey	The Singing Mermaid	Farmer Duck	Stick Man	What the Ladybird Heard <i>(Julia Donaldson revisit)</i>	The Runaway Pea
	Tree		Oi! Frog	Snail and the Whale	Squash and a Squeeze <i>(Julia Donaldson revisit)</i>	Not a Stick		Up in the Garden Down in the Dirt
	Who's hiding in the Woods		What Rhymes with Me?	Tiddler	Farmyard Hullabaloo	Stanley's Stick	The Bad-Tempered Ladybird	Grandpa's Garden
	A Walk in the Woods		Slug needs a Hug	Commotion in the Ocean	The Rhyming Rabbit <i>(Julia Donaldson)</i>		The Very Lazy Ladybird	Orange Pear Apple Bear
	We're going on a Leaf Hunt		Rhyming Dust Bunnies		Growing and planting: The Tiny Seed		Ten Little Ladybirds	Each Peach Pear Plum
	The Leaf Thief		Mouse Mess					No More Peas
	Wild		See you later alligator					
			Whose Knees are These?					
			Fun dog, Sun dog					
			Lines that Wiggle					
			Silly Sally					
			A Frog in the Bog					
		Goodnight, construction site						
		Sheep in a Jeep						

*Spring and Summer terms follow 2 year cycle

Literacy

Development Matters: Three and Four Year Olds

L16 Understand the five key concepts about print:

- Print has meaning
- Print can have different purposes
- We read English text from left to right and from top to bottom
- The names of the different part of a book
- Page sequencing

L17 Develop their phonological awareness, so that they can:

- Spot and suggest rhymes
- Count or clap syllables in a word
- Recognise words with the same initial sound, such as money and mother.

L18 Engage in extended conversations about stories, learning new vocabulary.

L19 Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

L20 Write some or all their name.

L21 Write some letters accurately.



Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills	<p>To be able to mark make and identify their marks.</p> <p>To recognise familiar logos and labels within the environment.</p>	<p>To identify the sounds in words, e.g., by clapping syllables. Article 7</p> <p>To talk about and retell a range of familiar stories.</p> <p>To begin to explore initial sounds in familiar words.</p>	<p>To begin to attempt writing familiar letters, e.g letters in their name.</p> <p>Adults will consistently model correct formation.</p> <p>To talk about and retell a range of familiar stories.</p>	<p>To find and identify familiar letters, e.g., letters in their names.</p> <p>To be able to mark make and give meaning to their marks.</p> <p>To identify pictures linked to Little Wandle sounds.</p> <p>To begin to form some letters correctly, e.g., letters in their name.</p>	<p>To identify pictures linked to Little Wandle sounds</p> <p>Children will begin to identify some sounds during oral blending games.</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary.</p>	<p>Games focusing on oral blending/segmenting.</p> <p>Children can identify initial sounds and blend familiar CVC words.</p> <p>Make predictions about a story using the relevant vocabulary with independence.</p> <p>To mark make for a purpose and be able to talk about the marks. Article 13</p>
Knowledge	<p>To know that text can be used as a form of identification.</p> <p>To know that text has a meaning.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g., front cover/ back cover/ spine/ pages</p> <p>To learn a range of Nursery Rhymes.</p>	<p>To know that letters are used to make up words.</p> <p>To know that words are made of sounds – focusing on sounds in their names.</p> <p>To learn that stories have a sequence, beginning, middle and end.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g., front cover/ back cover/ spine/ pages</p> <p>To begin to acknowledge initial sounds and their relevance in the environment</p>	<p>To know that words are made of sounds – focusing on sounds in their names.</p> <p>To join in with repetition within stories and rhymes.</p> <p>To be able to talk about different parts of the story.</p>	<p>To be able to talk about their marks with confidence. Article 13</p> <p>To talk about the sounds they have identified.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>To know that blending sounds makes words</p> <p>To identify the pictures with corresponding sounds.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>To blend CVC words orally.</p> <p>To be able to segment sounds in CVC words.</p> <p>To know that letters make sounds.</p> <p>To join in with repetition within stories.</p> <p>To engage in extended conversations about stories.</p>

Phonics		Autumn 1						
		In Autumn 1 children focus on developing their speaking and listening skills and lays the foundations to begin 'Little Wandle Foundations for Phonics' which they start in Autumn 2. The emphasis during this period is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Aspects 1-3 are introduced to our Early Learners (2YO provision) and are secured in Nursery, in addition to the introduction of Aspects 4-7						
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	b: Listening and Remembering Sounds	Main purpose: further development of vocabulary and children's identification and recollection of the difference between sounds	Main purpose: to listen and appreciate the difference between sounds made with instruments	Main purpose: to distinguish between sounds and to remember patterns of sound	To increase awareness of words that rhyme and to develop knowledge about rhyme	To listen to sounds at the beginning of words and hear the differences between them	To explore speech sounds	To listen to phonemes within words and to remember them in the order in which they occur
	c: Talking about Sounds	Main purpose: to make up simple sentences and talk in greater detail about sounds	Main purpose: to use a wide vocabulary to talk about the sounds instruments make	Main purpose: to talk about the sounds we make with our bodies and what the sounds mean	To talk about words that rhyme and to produce rhyming words	To explore how different sounds are articulated, and to extend understanding of alliteration	To talk about the different sounds that we can make with our voices	To talk about the different phonemes that make up words

Music	Aspects of Musical Development*	Hearing and Listening	Vocalising and Singing	Moving and Dancing	Exploring and Playing
		<ul style="list-style-type: none"> Can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker. Many influences may encourage children to associate music with "types" of people and places, e.g., stereotypes such as rock music with bikers. They may feel pressure to like and dislike certain genres of music, e.g., children may associate music as "music for boys", "music for girls". Matches music to pictures/visual resources. Describes the sound of instruments e.g., scratchy sound, soft sound. Creates visual representation of sounds, instruments, and pieces of music, e.g., mark making to specific sounds or pieces of music. 	<ul style="list-style-type: none"> Creates his or her own songs, often with a real sense of structure, e.g., a beginning and an end. Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programs, songs from home. Merges elements of familiar songs with improvised singing. Creates sounds in vocal sound games. Changes some or all the words of a song. Has strong preferences for songs he or she likes to sing and/or listen to. 	<ul style="list-style-type: none"> Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing. Physically interprets the sound of instruments, e.g., tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, e.g., pretends to play the trumpet, piano, guitar. 	<ul style="list-style-type: none"> Adds sound effects to stories using instruments. Leads or is led by other children in their music making, i.e., being a conductor. Listens and responds to others in pair/group music making. Operates equipment such as CD players, MP3 players, handheld devices, keyboards. Plays instruments with control to play loud/quiet, (dynamics), fast/slow (tempo). Shows control to hold and play instruments to produce a musical sound, e.g., holding a triangle in the air by the string with one hand and playing it with a beater with the other.



*Musical Development Matters 30-50 months


Little Wandle Foundations for....

Terms	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
..Phonics	Getting ready for Reception	<p>The Nursery years are the best time to lay the foundations for your child's future reading. By spending time talking and focusing on the sounds of our language, we can help children get ready for formal phonics teaching in Reception. Research tells us that children will become better readers if they can recognise and play around with the following aspects of language:</p> <ul style="list-style-type: none"> • rhyming words • syllables within words • the first sound that words begin with • the sounds within words (for example, knowing that the word 'cat' is made of the sounds c-a-t). 				
	Progression of Sounds	satpin	mdgocke	urhbflj	vwyzquch	ckxshthngnk
	Phonemic awareness focus	Teach children to hear the same initial sound for words and names of objects.	Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.	Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.	Teach children to identify initial sounds of words and objects.	Teach children to identify the final sounds of words and objects.
	Oral blending focus	Teach children to blend CVC words using oral blending and objects. <i>(with sounds the children know)</i>	Teach children to blend a wider range of CVC words using oral blending. <i>(with sounds the children know)</i>	Teach children to blend a wider range of words using oral blending. <i>(with sounds the children know)</i>	Teach children to blend a wider range of words using oral blending. <i>(with sounds the children know)</i>	Teach children to blend a wider range of words using oral blending when playing. <i>(with sounds the children know)</i>
	Recognising their name	Teach children to find their name using their picture.	Teach children to recognise the initial sound of their name.	Teach children to recognise the capital letter that starts their name.	Teach children to match their name to their picture.	
..a love of Reading	<p>Sharing books is one of the single most important things that you can do with a child. Looking at books and talking about them regularly will have a huge, positive impact on children's reading in Reception and beyond. Indeed, studies have shown that a love of reading is the single biggest indicator of future academic success.</p> <p>Sharing and talking about books helps children to:</p> <ul style="list-style-type: none"> • understand words and sentences • use a wide range of vocabulary • develop listening and comprehension skills. <p>While this will help them at school, it will also develop their empathy, increase their understanding of the world around them, and strengthen bonds</p>					
..Language	<p>Children's brains grow more in their first five years than at any other time of their lives. Scientists have found out that the way we talk to children can change the way their brains develop. The more back-and-forth interactions that adults have with young children, the more their language skills develop.</p> <p>Having regular back-and-forth interactions with children will have a positive impact on their ability to:</p> <ul style="list-style-type: none"> • understand and use new words • start conversations and ask appropriate questions • listen and pay attention to others • confidently express their needs and feelings. 					

Maths

Development Matters: Three and Four Year Olds

M12 Develop a fast recognition of up to 3 objects, without having to count them individually ('subitising').
 M13 Recite numbers past 5.
 M14 Say one number for each item in order: 1,2,3,4,5.
 M15 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
 M16 Show 'finger numbers' up to 5.
 M17 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
 M18 Experiment with their own symbols and marks as well as numerals.
 M19 Solve real world mathematical problems with numbers up to 5.
 M20 Compare quantities using language: 'more than', 'fewer than'.
 M21 Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.

M22 Understand position through words alone – for example, "The bag is under the table," – with no pointing.
 M23 Describe a familiar route.
 M24 Discuss routes and locations, using words like 'in front of' and 'behind'.
 M25 Make comparisons between objects relating to size, length, weight and capacity.
 M26 Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
 M27 Combine shapes to make new ones – an arch, a bigger triangle etc.
 M28 Talk about and identify the patterns around them. For example: strips on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
 M29 Extend and increase ABAB patterns – stick, leaf, stick, leaf.
 M30 Notice and correct an error in a repeating pattern.
 M31 Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'.



Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills	<p>To talk about what happened today, yesterday, and tomorrow.</p> <p>To count out a group of up to 5 objects.</p> <p>To begin to show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents the total number of objects</p> <p>Talk about and explore 2D shapes</p> <p>To begin to show awareness of 'rule' when sorting by size, shape and colour</p> <p>To talk about and explore patterns in the environment</p>	<p>To count out a group of up to 5 objects.</p> <p>To show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents the total number of objects</p> <p>To match a number of objects to a numeral to 3</p> <p>To talk about and explore patterns in the environment</p>	<p>To count out a group of up to 10 objects.</p> <p>To match number of objects to numeral to 5</p> <p>One more/less using a number line.</p> <p>To develop fast recognition of numbers.</p> <p>To rote count to 10.</p>	<p>To compare and order objects according to their weight, height and length.</p> <p>To begin to develop fast recognition of numbers to 10</p> <p>To count up to 10 objects.</p> <p>To extend AB/ABC colour and movement patterns</p> <p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making.</p> <p>To begin to make sensible comparisons between objects relating to size, length, weight and capacity.</p>	<p>To identify, describe and compare groups of objects.</p> <p>Practical problem solving with numbers up to 5.</p> <p>To select and use shapes appropriately in play, combining them to make models and enclosures.</p> <p>To develop fast recognition of numbers to 10.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners</p> <p>To name and describe 2D/3D shapes.</p> <p>To name some common 3D shapes and properties.</p> <p>To independently create and talk about own patterns using a range of objects and resources.</p>	<p>To count, order and recognise numbers to 10, in and out of sequence.</p> <p>To compare and order objects according to their size, length, weight and capacity.</p> <p>To develop fast recognition of numbers to 10.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey.</p> <p>To show an awareness of positional language such as under/behind/ next to/over/ on top of.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey.</p>

Knowledge	<p>Singing a range of number songs.</p> <p>To say number names to 5 in order.</p> <p>To know that time can be measured using days.</p> <p>To know that the last number said represents the total number of objects</p> <p>To show an awareness and name some 2D shapes in the environment.</p>	<p>To say number names to 10 in order.</p> <p>To know that a group of objects can also be represented by a number</p> <p>Singing a range of number songs.</p> <p>To know that the last number said represents the total number of objects</p> <p>To show an awareness and name some 2D shapes in the environment.</p>	<p>To create and repeat simple patterns.</p> <p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To say number names to 10 in order.</p> <p>To be able to say number names forwards and backwards to 10.</p> <p>To know that each object should only be counted once.</p> <p>Singing a range of number songs.</p>	<p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To use the language of more and less to compare amounts.</p> <p>To know that numbers can be ordered.</p> <p>To be able to demonstrate through games and role play an understanding of positional language.</p> <p>Singing a range of number songs.</p>	<p>To subitise to 6.</p> <p>To remember the order in which things happen.</p> <p>To know that subtraction means taking an amount away from a group.</p> <p>To know that some shapes more appropriate than others when building.</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".</p>	<p>To subitise to 6.</p> <p>To learn vocabulary linked to describing size and distance.</p> <p>To be able to say number names forwards and backwards to 15.</p> <p>To remember the order in which things happen.</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".</p>
	Areas of learning covered Master the Curriculum	<p>Colours</p> <p>Matching: Colours, Shapes and Patterns</p> <p>Sorting: Colour, Size and Shape</p> <p>Noticing: Sorting Rules</p> <p>Repeating Patterns: AB, ABC</p> <p>Extending Patterns: Colour, Outdoor, Movement</p> <p>Number: Subitising, Counting, Numeral (1-2)</p>		<p>Number: Subitising, 1:1 Counting, Numeral (3-6)</p> <p>Shapes: Squares, Triangles, Rectangles</p> <p>Composition</p> <p>10 Frame</p> <p>Height and Length</p> <p>Mass</p> <p>Capacity</p>		<p>Sequencing</p> <p>Positional Language</p> <p>More Than/Fewer Than</p> <p>Shape: 2D and 3D</p> <p>Revisit pattern from Autumn</p> <p>Number composition 1 – 5 Revision</p> <p>What comes after?</p> <p>What comes before?</p> <p>Numbers to 5</p>
Supporting Maths Texts						

Creative Outdoor Learning*	AUTUMN	SPRING	SUMMER
	Take One Leaf Clouds and Sky A Windy Day Pitter Patter	Bubble, Bubble, Bubble Pop Sticks, Sticks, and More Sticks	Spirals and Snails Shadow Art Take Me to the Beach!



* Planned creative opportunities for the outdoor environment linked to Seasons, key learning and/or texts. These opportunities provide development in the following areas: Being Imaginative and Expressive / Creating with Materials / The Natural World / PSED / Communication and Language – see separate creative outdoor planning [Article 29 / 31](#)

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Trips, Visits and Enhancements Article 29 / 31 Careers Links	Exploring the outdoor environment Autumn Treasure Hunt Birds of Prey Visit #WeAreFalconers	Nursery Rhyme Week Nativity Performance #WeArePerformers Santa Visit Whole School Pantomime	Exploring Fish Rockpool School #WeAreMarineBiologists	Easter Egg Hunt Easter Bonnet Parade Librarian Visit #WeAreLibrarians	Exploring Mini Beasts African Snail #WeAreEntomologists	Beach Trip
Celebrations* Special Times (RE links) Article 14 / 30	Welcome! * Harvest Harvest (4th Oct) Diwali (12th Nov)	Halloween Remembrance #WeAreSoldiers Bonfire Night Children in Need Nativity Christmas	Shrove Tuesday /Pancake Day Chinese New Year Year of the ... Internet Safety Day (6th Feb)	Easter Easter Sunday (31st March) Easter celebration World Book Day (7th March)		Our Community Summer Fair End of Year Celebrations Transition

* 'Welcome to Nursery' celebrations are termly: Welcoming our September, January, and April new starters
RE is non-statutory in Nursery, but we choose to incorporate RE material into children's activities.

PLAY OBSERVE ASK*	AUTUMN - TREES	SPRING – SNOW and ICE	SUMMER - FRUITS
			

* PLAY/OBSERVE/ASK: are planned science learning experiences linked to key learning and/or core books to develop early scientific knowledge and understanding and communication and language – see separate PSTT provision planning [Article 29 / 31](#)


'[children] develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in outdoor creative and science sessions'

Reception Curriculum 2023-2024

'The curriculum is taught through themes and is enriched with environment enhancements, trips, and visitors.'

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Themes:	Me and My Community	Once upon a Time	Starry Night	Footsteps in Time	Big Wide World	Sunshine and Sunflowers	
Focus Texts/Themes	Wk1	Welcome to Reception Starting School #WeAreResilient We have the right to an identity	Meg and Mog	Seasons Come, Seasons Go Tree	How to Look After Your Dinosaur We have the right to life survival and development	Here We Are Exploring Our World Maps We have the right to good standards of living	Mad about Minibeasts Minibeasts
	Wk2	Love Makes a Family Me and my family We have the right to parental guidance	Remembrance Poppy Printing We have the right to be protected from war	Peace at Last	How to Look After Your Dinosaur (Cont)	Here We Are (Cont) Lost and Found Our World Comparing countries	The Hungry Caterpillar Life Cycles
	Wk3	The Same but Different Similarities and differences	Three Little Pigs Building Houses #WeAreAmbitious We have the right to shelter	Peace at Last (Cont)	Lifesize Dinosaurs	You Can't take an Elephant on a Bus Transport	The Life Cycle of a Butterfly (non-fiction) Life Cycles: Butterfly
	Wk4	The Lion Inside Friendships #WeAreCollaborative	Gingerbread Man	How to Catch a Star	Lifesize Dinosaurs	Somebody Swallowed Stanley Sea pollution	Little Sunflower Growing/Life Cycles: Plants
	Wk5	Funnybones My Body Harvest (4th Oct)	Gingerbread Man (Cont)	How to Catch a Star (Cont) Chinese New Year (10 th Feb) Stars #WeAreAmbitious	Somebody woke Wilson The Easter Story Easter	Somebody Swallowed Stanley Environmental responsibility	Little Sunflower (Cont)
	Wk6	Real Life Superheroes People Who Help Us We have the right to healthcare	A Letter to Santa Santa story/Letters to Santa/Christmas Lists	On The Moon The Moon	 	Somebody Crunched Colin Recycling/looking after our planet	Oliver's Vegetables Growing vegetables
	Wk7	Lighting a Lamp Rama and Sita Story Diwali (12th Nov) Diwali Craft Indian Food Tasting	The Nativity Story Nativity Performance We have the right to perform #WeAreCreative				
	YR1 Link/s Lit/Superheroes History/Heroes in Time	YR1 Link/s Lit/Enchanted Woodland/Traditional Tales			YR1 Link/s Lit/Bright Lights Big City Geog/Local, UK, Polar Regions	YR1 Link/s Lit/Paws Claws and Whiskers Science/Plants	

Enhancements

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips, Visits Enhancements Article 29 / 31	Exploring Autumn Local Church Visit Indian Food Tasting People Who Help Us Visit #WeAreEssentialServices	Building Houses (Learn with Me/Parent) World Nursery Rhyme Week NSA Nativity Pantomime Christmas Carols Christmas Craft	Internet Safety Day (6 th Feb) Chinese Food Tasting	World Book Day (7 th March) #WeAreAuthors #WeAreIllustrators	TRIP: Place of worship visit (church synagogue, temple), Nature Walk	Minibeasts Botanical Garden Visit Growing from a seed Grow vegetables Caterpillars #WeAreBotanists
Celebrations* Special Times Article 14	Welcome! * Harvest Harvest (4 th Oct) Diwali (12 th Nov)	Halloween Bonfire Night Remembrance Children in Need Nativity Christmas	Chinese New Year (10 th Feb) Year of the ... Internet Safety Day (6 th Feb)	Easter Easter Sunday (31 st March) Easter celebration World Book Day (7 th March)		Our Community Summer Fair End of Year Celebrations Transition
RE follows Sunderland Agreed Syllabus for RE	Why is the word 'God' so important to Christians? Exploring wonders of the natural world expressing ideas and feelings Creation Story	Why is Christmas special for Christians? Exploring people who are special to us Nativity Story 	Being Special: Where do we belong? Exploring Baptisms and comparing how children are welcomed into other faiths. Aqiqah Ceremony (Islam) Raksha Bandan (Hinduism) – celebrating the special bond between brothers and sisters	Why is Easter special to Christians? Exploring the stories connected with the celebration of Easter Palm Sunday Story	What places are special and why? Exploring how special our world is on a Nature Walk	What times/stories are special and why? Exploring our favorite book. Introducing the Bible and stories from major faith traditions* *chosen from syllabus list

Literacy

Development Matters: Reception

Reading

- L22 Read individual letters by saying the sounds for them.
- L23 Blend sounds into words, so that they can read short words made up of known letters-sound correspondences.
- L24 Read some letter groups that each represent one sound and say sounds for them.
- L25 Read a few common exception words matched to the school's phonic programme.
- L26 Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- L27 Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Writing

- L28 Form lower-case and capital letters correctly.
- L29 Spell words by identifying the sounds and then writing the sound with letter/s.
- L30 Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- L31 Re-read what they have written to check that it makes sense.

EARLY LEARNING GOALS

Comprehension


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

Word Reading

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

Writing

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

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
skills	<p>Listening to and identifying sounds in the environments.</p> <p>Listening to and hearing initial sounds in familiar words.</p> <p>To identify sounds on a sound mat.</p> <p>Listens to familiar stories and able to recall some facts.</p>	<p>Listening to and hearing sounds in CVC words.</p> <p>To identify sounds on a sound mat and to use this when writing.</p> <p>Listens to familiar stories and able to recall facts.</p> 	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p>
Knowledge	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters look like.</p> <p>Knowing how to write the taught letters.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p>

					Knowing that sentences can be extended by using a connective Uses learnt words and phrases to discuss familiar stories or during role play. Knows how to spell some familiar words.	Knowing that sentences can be extended by using a connective. Uses learnt words and phrases to discuss familiar stories or during role play.
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Little Wandle Letters and Sounds - Phonics and Early Reading Programme

Little Wandle Letters and Sounds Revised has been built around the update (Letters and Sounds improving rates of progress 2021) and draws on excellent practice, and the latest research into how children learn best; how to ensure learning stays in children's long-term memory and how best to enable children to apply their learning to become highly competent readers. The application of phonics to reading uses matched decodable books.

Phonics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wk1	s a t p	ff ll ss j (as)	ai ee igh oa	Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Short vowels CVCC (said so have like)	long vowel sounds CVCC CCVC
Wk2	i n m d	v w x y (and has his her)	oo oo ar or (was, you, they)	review Phase 3: er air words with double letters longer words	Short Vowels CCVC, CVCC (some come love do)	long vowel sounds CCVC CCCVC CCV CCVCC
Wk3	g o c k (is)	z zz qu ch (go no to into)	ur ow oi ear (my, by, all)	words with two or more digraphs	short vowels CCVCC CCCVC CCCVCC longer words (were here little says)	Phase 4 words ending – s /s/ Phase 4 words ending – s /z/ Phase 4 words ending – es longer words
Wk4	ck e u r (l)	sh th ng nk (she he of)	air er / words with double letters: dd mm tt bb rr gg pp ff (are, sure, pure)	longer words words ending in –ing compound words	longer words compound words (there when what one)	root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/
Wk5	h b f l (the)	<ul style="list-style-type: none"> words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) (we me be) 	longer words	longer words words with s in the middle /z/ s words ending –s words with –es at end /z/ <i>Tricky Words: Review all taught so far. Secure spelling</i>	root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est (out today)	root word ending in: –er, –est longer words <i>Review all taught so far Secure spelling</i>

Aspects of Musical Development*

Hearing and Listening

- Thinks abstractly about music and expresses this physically or verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs."
- Distinguishes and describes changes in music and compares pieces of music, e.g., "this music started fast and then became slow." "This music had lots of instruments, but this music only had voices." "This music was spiky, and this music was smooth."
- Associates' genres of music with characters and stories.
- Accurately anticipates changes in music, e.g., when music is going to get faster, louder, slower

Vocalising and Singing

- Pitch matches, i.e., reproduces with his or her voice the pitch of a tone sung by another.
- Able to sing the melodic shape (moving melody, e.g., up and down, down & up) of familiar songs.
- Sing entire songs.
- May enjoy performing, solo and or in groups.
- Internalises music, e.g., sings songs inside his or her head.



Moving and Dancing

- Moves to the sound of instruments, e.g., walks, jumps, hops to the sound of a beating drum.
- Combines moving, singing, and playing instruments, e.g., marching, tapping a drum whilst singing
- Moves in time to the pulse of the music being listened to and physically responds to changes in the music, e.g., jumps in response to loud/sudden changes in the music.
- Replicates familiar choreographed dances e.g., imitates dance and movements associated with pop songs.
- Choreographs his or her own dances to familiar music, individually, in pairs/small groups.

Exploring and Playing

- Creates music based on a theme e.g., creates the sounds of the seaside.
- Finds and records sounds using recording devices.
- Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g., playing quietly with quiet parts within music, stopping with the music when it stops.
- Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.
- Taps rhythms to accompany words, e.g., tapping the syllables of names/objects/animals/lyrics of a song.
- Creates rhythms using instruments and body percussion.
- May play along to the beat of the song they are singing, or music being listened to.
- May play along with the rhythm in music, e.g., may play along with the lyrics in songs they are singing or listening to.

Maths

Development Matters: Reception

- M32 Count objects, actions and sounds.
- M33 Subitise.
- M34 Link the number symbol (numeral) with its cardinal number value.
- M35 Count beyond ten.
- M36 Compare numbers.
- M37 Understand the 'one more than/one less than' relationship between consecutive numbers.
- M38 Explore the composition of numbers to 10.
- M39 Automatically recall number bonds for numbers 0-10.
- M40 Select, rotate, and manipulate shapes in order to develop spatial reasoning skills.
- M41 Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- M42 Continue, copy, and create repeating patterns.
- M43 Compare length, weight, and capacity.

EARLY LEARNING GOALS

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills	<p>To count up to 10 objects with 1:1 correspondence.</p> <p>To match quantities to numeral.</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p>	<p>To find the total of 2 groups of objects.</p> <p>To order numbers to 10.</p> <p>To identify 2D shapes and talk about their properties.</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p> <p>To be able to count to 10 independently.</p>	<p>To use non-standard units to measure length, weight, and capacity.</p> <p>To use money during role play activities to buy items.</p> <p>To begin to explore number bonds to 5.</p> <p>To be able to count to 20 independently</p>	<p>To use objects to solve addition and subtraction problems.</p> <p>To share objects between a group of people equally.</p> <p>To explore number bonds to 5.</p>	<p>To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>To read the time to O'clock on a digital (12hr) and analogue clock.</p>	<p>To know addition and subtraction problems can be solved by counting forwards or backwards on a number line.</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>To make observations of and compare length, weight, and capacity.</p>
Knowledge	<p>To say the number names to 10 in order.</p> <p>To recognise number to 10.</p> <p>To write numbers to 10, forming them correctly.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To begin to read addition number sentences.</p> <p>To say number names to 10 in order.</p> <p>To know the names of 2D shapes.</p> <p>To know that 2D shapes can have sides and corners.</p> <p>To say the days of the week in order.</p> <p>To begin to say the months of the year in order.</p> <p>To know that patterns are repeated designs.</p>	<p>To know the names of basic 2D shapes.</p> <p>To know the names of basic 3D shapes.</p> <p>To know that 2D shapes can have corners and side.</p> <p>To know that length, capacity, and weight can all be measured.</p> <p>To know that money can be used to buy items.</p> <p>To understand and use a range of prepositions in everyday contexts.</p> <p>To know the difference between odd and even.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To read addition number sentences.</p> <p>To know that subtraction involves removing an object from a group.</p> <p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes have faces, vertices and edges.</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>To use a number line to help solve simple addition and</p>	<p>To know that the word 'more' indicates that the group is getting larger.</p> <p>To know that the word 'less' indicates that a group is getting smaller.</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>To count forwards and backwards to 20.</p> <p>To know that length, weight, and capacity can be measured using standard units.</p> <p>To know that halving means splitting a quantity in two and doubling means having</p>	<p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes can have faces, vertices and edges.</p> <p>To know that addition involves combining groups of objects.</p> <p>To read number addition sentences.</p> <p>To be able to count, order and recognise numbers to 20.</p>



			subtraction number problems.	two quantities of the same amounts. To know that sharing equally means everyone has the same amount of an object. To know that the long hand represents the minutes and the short hand represents hours.
Areas of learning covered*	Numbers to 5 (Unit 1) Sorting (Unit 2) Comparing groups within 5 (Unit 3) Change within 5 (Unit 4) Time (Unit 5)	Number bonds within 5 (Unit 6) Numbers to 10 (Unit 7) Comparing numbers within 10 (Unit 8) Addition to 10 (Unit 9) Number bonds to 10 (Unit 10) Shape and Space (Unit 11)		Exploring patterns (Unit 12) Counting on and back (Unit 13) Numbers to 20 (Unit 14) Numerical patterns (Unit 15) Measure (Unit 16)

* 'Master the Curriculum' units of learning are aligned to White Rose progression and schemes of learning.

PLAY OBSERVE ASK*	<h3>AUTUMN OURSELVES</h3>  <p>learning about what the human body can do</p>	<h3>SPRING DINOSAURS DAY OUT</h3>  <p>learning about how things move</p>	<h3>SUMMER ANIMALS IN MY GARDEN</h3>  <p>learning about garden animals YR1 Link – Science/Animals</p>
			

* PLAY/OBSERVE/ASK: are planned science learning experiences linked to key learning to develop early scientific knowledge and understanding and communication and language – see separate PSTT provision planning

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